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ABSTRACT

This manual provides specific lesson plans for teaching life skills and literacy to adult beginning readers and English-as-a-Second-Language (ESL) students. It includes four curricular sections: Focus on Language Arts, Focus on Life Skills and Literacy, Focus on Holidays and Observances and Focus on Survival Math. A total of 95 topics are presented. Each topic includes the following elements: an introductory lesson for individual tutoring or classroom instruction, a follow up lesson specifically for individual tutoring and a follow up lesson appropriate for the literacy or ESL class. A total of 285 concrete lesson plans on topics relevant to the adult new reader or ESL student are contained in this guide. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

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A Field Guide for Literacy:

Life Skills and Literacy for Adult Beginning Readers and ESL Students

MANUAL FOR TEACHERS AND TUTORS

Project #98-1018
Pennsylvania Department of Education

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Life Skills and Literacy for Adult Beginning Readers and ESL Students

MANUAL FOR TEACHERS AND TUTORS

by
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June 30,1991

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A Field Guide For Literacy:

Life Skills and Literacy
for Adult Beginning Readers and ESL Students

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PART I

INTRODUCTION

Part I : Introduction

A. The Background of this Project

1. What is the Field Guide?

A Field Guide for Literacy is a manual for teachers and tutors which provides specific lesson plans for teaching life skills and literacy to adult beginning readers and ESL (English as a Second Language) students. The guide includes four curricular sections:

Focus on Language Arts is an introductory section which presents suggestions for activities involving Experience Stories, Booklets, Group Reports, Research Projects, Book Reports, and Journal Writing.

Focus on Life Skills and Literacy is a section of fifteen units designed to teach coping skills and functional literacy in areas of Cooking, Correspondence, Entertainment, Environment, Events, Health, Hobbies, Laundry, Maps, Money, Newspapers, Safety, Shopping, Signs, and Transportation.

Focus on Holidays and Observances is a section of five units which teaches Social Studies through activities related to specific holidays and observances throughout the year. It includes treatment of Women's History Month and Black History Month.

Focus on Survival Math is a section which presents experiences for using basic math skills in daily living. Activities of this section deal with Shapes, Measurement, Graphs, Counting, Time and Fractions.

The four units present a total of 95 topics. Each topic includes three distinct sections:

1. An introductory lesson for individual tutoring or classroom instruction
2. A follow-up lesson designed specifically for individual tutoring
3. A follow-up lesson which is appropriate for the literacy or ESL class

The guide includes a total of 285 **concrete** lesson plans on topics **relevant** to the adult new reader or ESL student. The guide is designed to enhance the basic curriculum of the literacy or ESL class by providing a vast array of enrichment activities .

For whom was the Field Guide designed?

This manual was produced to meet the needs of a diverse population including:

1. The beginning literacy student with little or no background education who needs help with functional literacy skills
2. The learning disabled student who is progressing slowly
3. The ESL student who needs to learn coping skills specific to a new culture
4. The more capable, more advanced new reader who needs variety to enrich his curricular program

Such students may advance slowly through a Language Experience, Laubach or ESL curriculum. They may spend a large amount of time moving **horizontally**, working on the same level in an effort to master basic skills. The teacher and the tutor are often at a loss as to what constructive activities can be used to **supplement** prepared materials while the student strives for proficiency. They are confronted by students who may be frustrated by the pace of their progress as they struggle to obtain functional literacy skills. They are aware that a variety of activities is needed to maintain the slow learner in the literacy program. Likewise, a variety of activities serves to enrich the education of the more capable students.

Most teachers and tutors in statewide literacy programs are not specifically trained in adult education. Many teachers of adult literacy have prior experience only in elementary or secondary education. The majority of the volunteer tutors have little or no background in teaching reading on any level. They often begin tutoring with a very limited selection of curricular materials.

This guide provides a fund of activities which can be used for repetition, remediation or enrichment of the curriculum which is being implemented. It is designed to be used as a **supplement** to the Phonics Based or Language Experience Approach curriculum. The activities are designed to **empower** the lowest level students by allowing them to apply their limited beginning reading skills to real life situations. Rather than dropping out of the program in frustration, new readers will find individual needs being met as they experience success in reading activities on a daily basis.

Why was the Field Guide produced?

This guide was produced as a response to a survey of teachers and tutors conducted as part of the 353 Project: How Adults Read: A Staff Development Curriculum (Rance- Roney and Ditmars, 1990). This project sent questionnaires to over 100 literacy programs throughout the state of Pennsylvania to assess the background of adult educators. Results indicated that teachers and tutors often felt inadequate when preparing literacy lessons for low-level students. Of 216 tutors/teachers who responded to this survey, 59% were trained only in Laubach techniques. Many instructors felt that Laubach alone was often insufficient in expansion activities, that the Laubach activities were sometimes not meaningful to the adult student, and that many students with learning problems cannot learn by phonics alone Tutors trained to use a strictly Language Experience Approach were only trained in this method, and they expressed the desire to have more varied ideas for enrichment and expansion. Fully 21% of the 216 respondents indicated that they had participated in no formal tutor training courses whatsoever. The How Adults Read project concluded that tutors and teachers in the Commonwealth were definitely in need of more curricular support.

When asked to define their needs, many tutors and teachers interviewed by this author expressed a desire for **variety** in adult teaching materials. They also requested suggestions for activities which were suitable for **special learners**. This guide fulfills both of these criteria, by providing a diversity of activities which can be easily adapted to individual needs.

How do these lessons meet the needs of the lowest-level students?

This guide suggests the use of oral activities and picture clues. Reading activities are **simplified** to accommodate both beginning and learning disabled readers. There is activitiy and movement in the classroom, hands on types of materials are used, and lessons are brief and concise.

The lessons of this guide stress the use of **real-life** materials, not generic substitutes. Students are taught to read the labels on their own prescriptions, the instructions on the box of detergent which they use, and the signs in the fast-food restaurant which they patronize.

Follow-up activities on each topic suggest ways to build upon the initial learning by expanding to more challenging projects. Suggestions for individual tutoring allow for extra repitition where necessary, or enrichment for the student who has mastered the basic concept.

The units are introduced by the classroom teacher or tutor. Many activites suggest continued support by the instructor. In some cases, a more capable student can serve as a "peer tutor", and in other instances students may work together as a team in pairs. Opportunities are provided for small group interaction. Students are made aware of their strengths, and encouraged to use them to help others. They are encouraged to admit their weaknesses and to feel free to ask for assistance when needed.

This guide attempts to meet the individual needs of the adult beginning student. By improving his basic reading skills in areas of functional importance, the student will gain a greater measure of control over his environment. As he is empowered to master basic skills, he will be motivated to pursue further learning experiences.

The **variety** of topics permits the teacher or tutor to allow students to choose lessons which are most meaningful. One of the greatest concerns of literacy programs is student retention. Adult beginning readers often stop attending class because they feel that they are not being taught what they expected to learn. When the student has the opportunity to choose a lesson, he is defining his own curriculum according to his own special needs. **Choice** empowers the student to learn what he wants to learn in the ways which are most meaningful to him.

B. The Needs of the Adult Beginning Reader and The Objectives this Guide

A Field Guide for Literacy is based upon the twenty key principles identified in How Adults Read: A Staff Development Curriculum (Rance -Roney and Ditmars, 1990). The principles were identified after an extensive review of the literature pertaining to the adult reading process. Successful implementation of the Field Guide for Literacy lessons depends upon the teacher or tutor's awareness of the underlying keys to adult reading. These basic principles will be summarized with regard to their usefulness to basic literacy and ESL classes.

1. **Adults come to our programs at a time of life crisis or life change. We need to capture this "teachable moment", when fear of failure has been temporarily overridden by the need to adapt to a new situation.** Therefore: When selecting topics from the Field Guide, the instructor should assess the current situation and immediate goals of the adult beginning reader, helping him to choose those subjects which are most relevant to him at present.

2. **The low-level adult student must be empowered to take charge of his own learning so that he can begin to teach himself and take responsibility for his own learning.** Therefore: The teacher or tutor should attempt to assign follow-up projects which the student can complete on his own, thus guiding him to become an independent learner.

3. **The instructor must begin at a point at which the student is guaranteed success...neither too far beyond his capabilities, nor so far below them that he feels that his time is being wasted.** Therefore: The instructor needs to evaluate the specific skills of the adult reader to help him design a curriculum which is challenging, but in which mastery is obtainable. It is important that the student have a choice in selecting activities. The lessons in the Field Guide can be simplified for the non-reader, or made more challenging for more capable students.

4. **The student's educational plans should address his specific needs, so that his learning is immediately useful to him in improving his life skills.** Therefore: This manual enables the teacher to include lessons in those functional skills which will most significantly improve the student's quality of life.

5. **Psycholinguistic models of instruction, or "top-down" models should be presented as an alternative to the "bottom-up" models when they are more suited to the needs of the student.** Therefore: The Field Guide includes meaning-centered reading activities which are of high interest and importance to the student.

6. **Schema, or prior background knowledge, can determine how we approach reading and how well we comprehend a passage.** Therefore: This manual encourages linking all new knowledge to the background of the student, and to the cognitive framework which has already been established.

7. **It is counter-productive to expect perfection from early reading.** Therefore: This guide encourages the teacher to see reading as a developmental process in which the student is not bogged down with meticulous attention to detail.

8. **Adult readers have differing instructional needs at different reading levels.** Therefore: The lessons in this manual include suggestions for adaptation to students on a variety of levels, from the non-reader to the pre-GED student.

9. **The eclectic approach to teaching reading to adults offers the best chance for success.** Therefore: The activities suggested in the Field Guide include opportunities for whole language activities, phonics, oral language development, and writing.

10. **Many adults see reading as a process of decoding. They do not always seek meaning in what they read.** Therefore: The lessons in this manual emphasize comprehension, and focus on reading for meaning.

11. **Reading is a complex and interactive process which involves using the strengths of the learner while correcting strategies which may interfere with the comprehension process.** Therefore: The project focuses on the use of the student's strongest modalities, and the prescription of instruction which is geared to his strengths, be they auditory, kinesthetic or visual.

12. **Language is learned most effectively when all aspects of language, (reading, writing, speaking, and listening) are taught together.** Therefore: The Field Guide presents activities which use a whole language approach.

13. **Metacognition, or knowing what one knows, is an important factor in reading success.** Therefore: This model provides suggestions for helping students to think about their own thinking, to teach them to know when they don't understand and to give them strategies to use when they need help. It encourages them to identify when a strategy is not effective, and to change to a more helpful approach.

14. Learning about the variety of personality types, perceptual differences, and cognitive styles inherent in an individual helps us to look at each adult as a unique learner.
Therefore: The Field Guide provides the teacher with suggestions of curricula which meet the student's preferred ways of organizing the material which he chooses to learn. It addresses the field dependence vs. field independence of the learner and considers his perceptual tempo. It considers the importance of locus of control theories and how they impact the student's learning.

15. There is a suspicion that a significant proportion of the adult literacy population is learning disabled in some way.
Therefore: The lessons in this guide consider the special needs of the learning disabled student. Curriculum can be adapted for those students exhibiting attention deficit disorders, memory difficulties, processing difficulties, and other disabilities.

16. Reading for enjoyment is important in emphasizing that reading is a life-long learning activity and that it is necessary if literacy skills are to become permanently fixed.
Therefore: This project suggests activities which encourage recreational reading.

17. The debate regarding the similarity and differences between adult reading and juvenile reading continues. But, certain considerations must be made when designing programs for adult readers. Therefore: This guide ensures the use of relevant materials which are appropriate for adults. Students are invited to volunteer to participate. They are not put on the spot and asked to read out loud unless they wish to do so. Care is taken to correct students in tactful and constructive ways. Confidentiality of journal writing is guarded by the teacher or tutor.

18. Teachers who are flexible, sympathetic, focused on student goals, and task oriented are most successful with adult literacy students. Therefore: This model includes guides for teacher interaction to ensure an ongoing sensitivity to the needs of the student and it also guides the instruction towards completion and mastery of a specific functional task.

19. As adult learners, the students we work with perform best when taking independent initiative in learning to read. Therefore: The Field Guide presents lessons which focus on activities and materials designed to liberate the adult; to empower him to take charge of his own learning.

20. The opinions of peers, family members and others are powerful influences on learning and retention in literacy programs. Therefore: The manual focuses on creating positive attitudes towards reading. This will not only support the adult new reader, but it will also help to create a parent population which is involved in the reading activities of their children, thus preventing future illiteracy.

C. Suggested Uses of this Manual

This manual is intended to be used in a variety of ways to supplement the basic literacy or ESL curriculum. The lessons are suggested as "group" or "individual" activities, but many of the "group" possibilities can be adapted for one-on-one tutoring. Likewise, many of the "individual" activities can be experienced by the group. The instructor should help the student to express his needs as clearly as possible. It is then the responsibility of the teacher or tutor to be flexible in adapting the activities.

Many of the activities can be used:

1. In a tutor/ student set up in which the tutor guides the student, rendering assistance where necessary,
2. In a peer tutor/ student set up in which the more advanced student assists the less capable reader,
3. In a student/student activity in which students of comparable levels are working together on a project or task,
4. In a small group activity in which the class is divided into teams to explore a problem,
5. In large group format in which the class is learning together simultaneously.

The instructor is encouraged to take a variety of approaches depending upon the needs of the students and the types of activities. The following schedules represent possible uses of Field Guide activities in classroom or tutoring situations.

LIFE SKILLS AND LITERACY CLASS

9:00	Assessment of Immediate Needs Review of Homework
9:15	Writing: Presentation of a relevant journal topic Field Guide: Focus on Holidays and Observances or a topic from a Life Skills section
9:30	Reading and Language Arts: Work on individual materials independently or with a tutor Field Guide: Language Arts section
10:00	Life Skills and Literacy: Group Lesson Field Guide: Focus on Life Skills section
10:30	Break
10:45	Math: Group Lesson Field Guide: Survival Math section
11:00	Math: Work on individual materials independently or with a tutor
11:30	Current Events: Read and discuss a newspaper article Field Guide: Focus on Life Skills, Newspaper section
11:45	Assign homework for the next class session

INDIVIDUAL TUTORING

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15 minutes: Assessment of Immediate Needs
Review of Homework

---

15 minutes: Journal writing
Field Guide: Focus on Language Arts, Journal writing

---

30 minutes: Reading and Language Arts: Individual curricular materials
Field Guide: Focus on Language Arts: Language experience stories

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15 minutes: Life Skills: Topics most chosen by student from
Field Guide: Focus on Life Skills

---

15 minutes: Math: Individual curricular materials

---

15 minutes: Survival Math
Field Guide: Focus on Survival Math

---

15 minutes: Current Events: Read an article or do an activity
Field Guide: Focus on Life Skills: Newspaper

Adjust times of subjects and take brief breaks as necessary.

Go over homework assignments before concluding.
Question student about topics to plan for the next session.
Confirm date and time of the next meeting.

FOLLOWING THE FIELD GUIDE

This author envisions the **FIELD** as an open space...as the homeless shelter, soup kitchen, prison, drug rehabilitation center or school in which our students learn. This field expands to the neighborhoods, agencies and facilities with which our students interact on a daily basis.

It is a **GUIDE,** a collection of activities to help the instructor lead the student as he travels new paths in his life. It suggests places to go...giving specific plans for areas and topics to study and explore. It offers ideas on how to get there...listing methods and materials which may be helpful.

Most of all, it encourages teachers and tutors to **be creative,** in guiding the student in new directions. It encourages the instructor to respect the courage and determination of the adult new reader as horizons are expanded and lives are enriched.

PART II

FOCUS ON LANGUAGE ARTS

LANGUAGE ARTS

1. Notebooks of Experience Stories

a. Introduce language experience approach; organize notebooks
b. Take photos of the story subject; label and date
c. Send stories and photos from the notebook to relatives

2. Booklets to Share

a. Make a booklet of stories only, not including language exercises
b. Write sequels to some of the stories
c. Xerox copies of a student story to share with classmates

3. Group Reports

a. Work together on a descriptive booklet
b. Individual research; combine into class reports
c. Generate sub-topics for further group projects

4. Research Project

a. Define and use a variety ways to gather information
b. Go to the library and use the card catalogue or computer index
c. Contrast the values of different sources of information

5. Book Reports

a. Preview, read, outline, summarize, and complete bibliography
b. Compare different authors
c. Give oral reports to the class

6. Journal Writing

a. Introduce journal writing techniques for various levels
b. Make a word bank on index cards for journal reference
c. Brainstorm a list of topics for journal writing

Unit: LANGUAGE ARTS

Topic: Notebooks of Experience Stories

Materials:

1. Small loose leaf binder
2. Dividers with tabs and pocket folders
3. Index cards 3" X 5"
4. Notebook paper

Introductory Lesson for Individual of Class:

1. Allow the students to choose a topic and dictate her personal experience or opinion about that topic to the teacher.
2. Copy the story onto notebook paper in neat manuscript printing, or type it on the computer.
3. Place a divider with pocket folder into the notebook, and print title of the story onto the divider tab.
4. Read story back to the student, then have him read along with you as you point to each word.
5. Have the student target 5 vocabulary words from this story to be learned as sight words; write these on index cards and review them with student. Store them in the pocket folder of the divider.
6. Have the student copy the story onto notebook paper.
7. Make cloze exercises (fill-in-the-blank), using sentences from the story.
8. Use vocabulary from the story and make lists of rhyming words, words with similar initial consonants, opposites, etc. on extra notebook paper pages and file in that section.

10. Review previous stories and write a new story each week.

Follow-up for Individual Tutoring: Take photographs of the subject of the experience story. For example, if the student tells about an afghan she crocheted, take a picture of her working on the blanket, or showing the finished product. Include picture pages in student's notebook. Document the dates and places of each photo.

Follow-up for Literacy or ESL Class: Bring in stationery and envelopes. Have each student choose a story in his experience story book to share with someone else. Have him copy his experience in letter format and send this to a friend or family member. Also, stories can be xeroxed and sent to a relative with whom the student would like to share some of his experiences. Show the student how to address his envelope properly, and provide postage stamps if possible.

Unit: LANGUAGE ARTS

Topic: Booklets to Share

Materials:

1. Typewriter or word processor
2. Paper
3. Plastic or vinyl report covers

Introductory Lesson for Individual or Class:

1. Types copies of stories that were included in the student's experience story notebook.
2. Type a page that will serve as a cover for the booklet, indicating the student's name as author, and documenting the date and place of "publication".
3. Have the student add a relevant photograph, recipe card, post card, map or illustration which relates to the story.
4. Read each story in the most appropriate way for this student:
    a. Teacher reads, pointing to each word as student watches.
    b. Teacher reads a line, student repeats that line, in an "echo reading" manner.
    c. Teacher and student read the stories aloud together in a "tandem" reading fashion.
    d. Student reads the stories aloud independently if he is comfortable doing so.
5. Ask students to trade books with others. Encourage them to discuss their reactions telling the author which stories they enjoyed the most.
6. Students who are willing might donate a copies oftheir booklets to a shelf where they may be borrowed by others.

Follow-up for Individual Tutoring: Write sequels to some of the stories. Have the student tell what followed the experience that he originally wrote about. What were the consequences? What were the reactions of others? How was this crisis resolved? What happened next? Write "follow-up" chapters to elaborate.

Follow-up for Literacy Class: Choose a story from one student book which is of general interest to the group. Ask the student if she is willing to share this story with the group. Make a copy of this story for each student in the class. Duplicate visual aids and include copies of the photos for each student. Also copy the cover or title page from this story.

UNIT: LANGUAGE ARTS

Topic: Group Reports

Materials:

1. Pile of index cards
2. Notebook paper
3. Report cover for finished booklet

Introductory Lesson for Individual or Class:

1. Write the names of buildings in the neighborhood on a pile of index cards. Include names of banks, restaurants, community centers, and local stores.
2. Allow each student to choose one card.
3. Have the students identify the buildings and answer the following questions:
   Did you ever go there?
   What can you do there?
   What kinds of services do they provide?
   What do you like or dislike about this place?
4. Ask the non-reader to dictate a sentence about his card. Write it down for him, and have him copy it on notebook paper.
5. Have the beginning reader tell about his place. Make a list of the key words which he will use and have him construct several sentences about his topic.
6. Ask the more capable reader to write a paragraph or two which describe the location which he has chosen.
7. Compile all papers into a report cover. Type a title page for the group book.

Follow-up for Individual Tutoring: Choose a relevant topic such as recycling. Help the student to generate a list of sub-topics like: recycling glass; recycling cans; recycling newspapers. Have the student take a card and work with the tutor on a composition on this sub-topic. The individual compositions may eventually be compiled into a class book on the topic.

Follow-up for Literacy or ESL Class: Ask the students to suggest topics for further books that they would like to write. Vote on prospective titles and choose the next topic. Then have students list the possible sub-topics that could be included. Allow pairs of students to pick a sub-topic on which they will write a composition. Work with partners to complete compositions on the specific subjects. Compile papers into another group book for the class to share.

Unit: LANGUAGE ARTS

Topic: Research Projects

Materials:

1. Notebooks or clipboards with paper
2. Tape recorder and blank tape
4. Report cover for finished report

Introductory Lesson for Individual or Class:

1. Have students select a topic which interests them.
2. Help the students to generate a list of questions about the topic and have each student copy the questions from the board.
3. Discuss ways to find out answers to the questions by:
   Interviewing people who know about the topic.
   Making phone calls to appropriate persons.
   Finding newspaper/magazine articles on the topic.
   Visiting appropriate agencies or locations.
   Going to the public library.
4. Have the students determine how they will answer the questions on the list.
5. Beginning readers may wish to tape record oral answers to the questions, while others may be capable of taking notes.
6. Help each student to write a report on the topic and place it in a report cover along with any pertinent photos, flyers,or charts.

Follow-up for Individual Tutoring: Let the student choose a topic which he would like to explore. Help him to make a list of all the facts he would like to know about this subject. Accompany him to the library, and show him how to use the card catalogue or computer index. Make a list, or get a print-out of books on the subject. Show the student how to locate the books, preview them, and choose those which are most useful. Assist him in locating pertinent information to answer the questions about his topic. Help him to write a report. Beginning readers can use the non -fictional books in the Children's Section of the library.

Follow-up for Literacy or ESL Class: Explore a topic through use of different sources. Choose a topic and list relevent questions as above. Let students attempt to answer the same questions through different sources. Have one student only use newspaper articles, one student only use phone interviews, one student only use brochures or pamphlets on the subject, etc. Compare results and see which source was most useful for exploring that topic.

Unit: LANGUAGE ARTS

Topic: Book Reports

Materials:

1. Bring in books of interest to the students, or take a trip to the library to make individual selections
2. Notebook paper
3. Report covers

Introductory Lesson for Individual or Class:

1. Help each student to select a book that he is motivated to read, on a level which he handles comfortably.
2. Preview what the students already know about their topics and/or the author. Help them to "explore" their books, noting chapter headings, titles, charts and illustrations.
3. Assist the students in making bibliography pages which list the author, title, publisher, and copyright date of the books.
4. Allow sustained reading periods during class time, or assign the book to be read for homework.
5. Discuss the book with the student when he has finished reading.
6. Beginning students should dictate five things that happened in the book. The teacher records these for the student to copy over. More capable students may write independently, and expand their summaries.
7. Have each student tell why he liked or disliked his book.
8. Allow students to type reports if there is access to a typewriter or word processor. Place all pages of the completed product in a report cover.

Follow-up for Individual Tutoring: Work with the student on one book report per month encouraging a variety of choices including biographies, fiction, and non-fiction. Have her choose a topic and review several books on the same topic. Compare these reports to see how well different authors present similar information.

Follow-up for Literacy or ESL Class: Invite students to give oral reports, or to read their reports to the class. Allow other students to ask further questions about each book. Help students to identify styles of writing, and to compare books which they have read. Encourage students to recommend books to their classmates when appropriate. Keep a log of what each student has read during independent reading.

Unit: LANGUAGE ARTS

Topic: Journal Writing

Materials:

1. Individual spiral notebooks for each student

Introductory Lesson for Individual or Class:

1. Distribute individual notebooks to each student.
2. Have them begin each journal entry with the date.
3. Introduce journal writing as an activity for spontaneous writing which will not be corrected by the teacher.
4. Emphasize that this will serve as an ongoing activity which will make the student aware of his own progress. Establish a pattern which includes brief journal writing at each session.
6. Write the date and topic on the chalkboard. Topic may be presented as :
    - A statement about which students express an opinion
    - A "starter sentence" to be completed
    - A question to be answered
7. Discuss what the students already know about the topic.
8. Read a passage, pass out an article, or give a fact sheet if this would help the students to give a more complete response.
9. Have students write spontaneously, without concerns for spelling. Allow beginning readers to dictate a sentence to the teacher, and then copy it into the journal.

Follow-up for Individual Tutoring: For the beginner, make a set of flash cards which he can arrange to form a sentence to copy into his journal. For example, make several blue cards which name persons in the student's family. Make a set of yellow cards with simple verbs as "came", "went", "cooked", etc. Then make a set of green cards with words which could be used to complete the sentence. Show the student how to use the cards to make sentences by arranging a blue, a yellow and a green in order.

Maria	came	to my house.
Jack	went	on the bus.

This will give even the lowest-level readers the confidence to make journal entries independently.

Follow-up for Literacy or ESL Class: Brainstorm a list of topics for journal writing. These might relate to holidays, local news, sports, controversial issues or personal goals. Have the students copy the topics onto index cards to take home. Encourage them to use these subjects as ideas for daily journal entries.

PART III

FOCUS ON LIFE SKILLS

COOKING

1. **Labels on Food Products**
    a. Identify the product and brand; sort labels into categories
    b. Find further information, recipes and serving ideas on labels
    c. Read and follow package directions

2. **Reading Recipes**
    a. Read abbreviations and fractions; double a recipe, cut it in half
    b. Allow student to lead a cooking session
    c. Identify verbs in recipes; define cooking terms

3. **Using a Cookbook**
    a. Read the contents, locate specific recipes
    b. Examine ethnic and specialty cookbooks
    c. Compare cookbooks and give an oral presentation

4. **Making a Recipe File**
    a. Organize a file box or notebook; make dividers; sort recipes
    b. Complete cloze exercises based upon recipes in the file
    c. Make a class recipe book

Unit: COOKING

Topic: Labels on Food Products

Materials:

1. Labels cut from a variety of canned goods
2. Empty boxes of mixes for cakes, brownies, or muffins
3. Empty shoe boxes and plain index cards

Introductory Lesson for Individual or Class:

1. Hand out one can label to each student and have him note the picture on the label, the name of the item, and the brand name.
2. Show students how to locate the net weight of the contents.
3. Compare the lists of nutrition information found on the backs of the labels.
4. Now distribute at least four more labels to each student.
5. Have students examine and compare their labels.
6. Brainstorm categories for the labels such as:
   FRUITS, VEGETABLES, SOUPS, SAUCES, JUICES
7. Write these categories on index cards, and tape each card to th end of a shoebox.
8. Have the students come up and place their labels in the appropriate boxes. Labels can be shuffled and sorted again.

Follow-up for Individual Tutoring: Allow the student to choose one box of labels. Ask the student to tell which of these products she uses, and how she usually serves them. Now, explore each label for new ideas. Read suggested recipes, and have the student choose one that she would like to try. Have her decide what other ingredients she would need to purchase. Let her copy the recipe to take home.

Follow-up for Literacy or ESL Class: Set out a number of empty boxes which contained mixes for cakes, brownies, or muffins. Let each student pick a box which he likes. Have him identify the product and brand name. Ask each student to read the directions for preparing his baked goods. Go around the room and ask everyone:

1. To what temperature will you preheat the oven?
2. What kind of pan do you need?
3. How long will you bake this item?
4. How many servings does this mix make?

Now, have the students list the steps they must take to prepare the item. Let them explore the box to find other variations for preparing the mix. Ask students for any uses of this product in an ethnic meal or special recipe.

Unit: COOKING

Topic: Reading Recipes

Materials:

1. An assortment of separate recipe cards
2. Measuring cups and measuring spoons
3. Copies of the Quantities of Ingredients worksheet

Introductory Lesson for Individual or Class:

1. Show measuring cups, and present the fractions:
   1/4 1/3 1/2 2/3 3/4
   Draw a measuring cup on the board and shade in different amounts using colored chalk.
2. Pass around measuring spoons and have students identify the fractional teaspoons, the whole teaspoon, and the tablespoon.
3. Introduce the commonly used abbreviations:
   t or tsp = teaspoon
   c = cup
   T = Tablespoon
4. Write a recipe for cookies on the board, and read it together.
5. Ask the class how much of each ingredient would be needed to double the recipe...to triple the recipe...to make four batches.
6. Hand out the Quantities of Ingredients worksheet. Have students copy the cookie recipe in the center section of the sheet. Now figure out how much of each item would be needed to divide the recipe in half and write in the appropriate section.
7. Fill in the amounts of ingredients needed to double the recipe.

Follow-Up for Individual Tutoring: Try to arrange a cooking session with your student. Allow her to be the teacher. Let the student bring a favorite recipe to teach you. Have the student make a shopping list of ingredients, and accompany you to the market to purchase the appropriate items. Let the student read the procedures and show you what to do.

Follow-Up for Literacy or ESL Class: Distribute a variety of recipe cards. Have students work with a partner to read them. Identifly all of the action words (verbs) in each recipe:

mince
drain
sift
bake
slice
beat
broil
press
spread
grease
simmer
combine
serve
garnish
fold

Discuss the meaning of each word. Copy the less common cooking words on index cards. Give one card to each student. Have him look up the word in the dictionary, and copy its definition on the card. Read these definitions to the class and clarify their meanings.

INGREDIENT WORKSHEET

1/2 QUANTITY	BASIC INGREDIENTS	DOUBLE QUANTITY

Unit: COOKING

Topic: Cookbooks

Materials:

1. Assorted general cookbooks which include a variety of topics Students could be asked to bring some which they use at home.
2. Examples of specific cookbooks: Chinese cooking, Hispanic foods, Low-cholesterol recipes, Diabetic cookbooks, etc.

Method:

1. Hand out a general cookbook to each student.
2. Allow students time to look through the cookbooks, previewing the variety of chapters and categories of recipes.
3. Help each student to find the contents of the book. Go on a "Treasure Hunt" by asking students to locate:
   a. A section of definitions of cooking methods
   b. A section which contains information about measurement
   c. A section about menu planning
   d. A section about nutrition
   e. A section with ideas for entertaining
4. Now notice how many recipe categories each book contains. Go around the room and have each student name one food chapter: Meats, Fruits, Vegetables, Desserts, Breads, etc. and list these
5. Ask: In which chapter will I find the recipe for cherry pie?
   Where will I find a recipe for macaroni and cheese?
   Let one student give a food item, and another student name the chapter in which it could be found.

Follow-Up for Individual Tutoring: Show the student a variety of specialized cookbooks such as books on Chinese Cooking, Italian Cooking; Breads, Cooking With Chocolate, Seafoods Dishes, Low-salt or Diabetic cookbooks. Discuss the variety of books available which treat individual types of foods or special diets. Make the student aware of the types of cookbooks that are published. Have him choose the book which interests him most and copy two recipes which he would like to try at home. Clarify all ingredients and directions.

Follow-Up for Literacy or ESL Class: Ask each student to show a cookbook to the class and answer the following questions: Do you like the way this book is organized? Is the print big enough for you to read? Are the recipes easy to follow? Would you find this book useful?. Encourage students to speak in complete sentences, and to talk loudly enough for others to hear. Guide them in answering the questions precisely without digressing.

Unit: COOKING

Topic: Recipe Files

Materials:

1. Recipe file boxes, index cards and dividers; or loose-leaf notebooks, notebook paper and dividers
2. Copies of recipes which the student uses at home: recipe cards, papers, or clippings from magazines or newspapers

Method:

1. Let each student choose an appropriate type of file system. Students with visual problems may benefit from copying recipes onto notebook paper or having them typed in large print. Other students may prefer to use small or medium sized index cards and dividers in a suitable box.
2. Have the students generate categories for their recipes such as: Appetizers; Meats; Fish; Vegetables; Fruits and make an appropriate set of dividers for his recipe file or notebook.
3. Spread the dividers out and help the students to go through the recipe collections and place the cards, clippings or papers in piles for each category.
4. Give the students class time to begin to prepare the recipes for their files. Clippings can be taped to index cards or notebook paper. Capable students might assist those with poor motor skills by copying over or typing recipes for them.
5. Extra recipes could be copied for homework, or this could be an ongoing project with further class time allocated for completing the file.
6. Alphabetize the cards or pages in each section.

Follow-Up for Individual Tutoring: Make up a page of fill-in exercises for the student to complete by referring to his personal recipe file:

My recipe for meat loaf is filed under the_________heading.

My recipe for lemon pudding is in the ________section.

Help the student to fill in the blanks and read each sentence orally.

Follow-Up for Literacy ESL Class: Make a class collection of recipes. Ask each student to bring in a favorite recipe. Allow her to read the recipe to the class, or read it aloud for her. If it is an ethnic recipe, encourage the student to describe the ingredients, and tell where they can be purchased. Encourage her to describe how she prepares this dish and tell how it should be served. Type up all of the recipes, and make copies for each student

CORRESPONDENCE

1. Personal Letters

a. Write group letters and individual letters
b. Make an address book or file box of address cards
c. Correspond with pen pals in another literacy or ESL class

2. Business Letters

a. Compose sample business letters according to sample format
b. Write specific business letters for personal needs
c. Compile a directory of local business addresses

3. Personal Notes and Cards

a. Write sample notes of thank you, sympathy, congratulations
b. Divide assorted cards into categories
c. Conduct a memory game with a variety of different cards

4. Notes to the Teacher

a. Complete practice note exercises for various reasons
b. Write specific notes to the teacher
c. Read notices and flyers from school; discuss parent responses

Unit: CORRESPONDENCE

Topic: Personal Letters

Materials:

1. Stationery and note cards
2. Stamps for first class letters

Introductory Lesson for Individual or Class:

1. Write a group letter to a student who is not in class today. Have students suggest greetings and messages to include.
2. Write this letter on the board, demonstrating placement of the date, salutation and body of the letter. Discuss a number of possible closings, and choose one which is appropriate.
3. Choose a volunteer to copy the letter, and allow all classmates to sign it.
4. Have each student name a friend or family member to whom he would like to write a letter. Help him outline the content of the letter before writing it.
5. Guide the students in forming clear sentences to convey their messages, and assist them in arranging paragraphs and in proof-reading their spelling. Beginning readers can dictate brief letters for the tutor to write down.
6. Let each student choose some note paper and copy his letter over onto the stationery.
7. Demonstrate proper placement of address and return address on the envelope. Explain the importance of zip codes.
8. Discuss current rates of postage for U.S. Mail vs. international rates, and affix appropriate stamps.

Follow-Up for Individual Tutoring: Help the student to compile a booklet of addresses which he uses frequently. Assist him in making an index card with the address of each friend or family member to whom he writes. Arrange the cards in alphabetical order and file in an appropriate box, or copy the addresses into a small notebook in alphabetical order.

Follow-Up for Literacy or ESL Class: Arrange a "Pen Pal" activity with other literacy students. Have each student write a letter to a student he has never met. He can begin the letter: "Dear Friend," and tell a bit about himself and why he has come back to school. Send these letters to another class, to be distributed randomly to the students there. Students of the second class may be interested in writing back to introduce themselves and share what their class is doing. Pen pals may be established between local classes, or with students in another country.

Unit: CORRESPONDENCE

Topic: Business Letters

Materials:

1. Sample business letters
2. Typed pages of instructions for letters to write

Introductory Lesson for Individual or Class:

1. Read a miscellaneous selection of actual business letters to the class.
2. Note appropriate salutations and closings for formal letters.
3. Show how the body of the letter is organized, and how all pertinent information is included.
4. Ask if any sentences could be deleted to still convey the message; ask if more information would be helpful.
5. Write a letter as a group and copy onto large chart paper as an example.
6. Hand out a typed sheet of instructions to each student with directions such as:
   - Write to Blue Shield to request a Major Medical Form.
   - Write to Sears to say that the sofa which you ordered has not yet been delivered.
   - Write to a carpenter to request a written contract for the home improvements which you discussed.
7. Go over these letters with the whole class without identifying the writers, and ask for suggestions for editing.

Follow-Up for Individual Tutoring: Ask the student to identify a need he has to write a business letter. Help him to outline the information which needs to be included. Assist him in writing the letter and in proof-reading his results. Allow him to type the letter, if possible, and to address the envelope.

Follow-Up for Literacy or ESL Class: Have the students brainstorm a list of places to which they might need to write a business letter. This list might include: the mayor's office, the Social Securtity office, the county tax office, etc. Allow each student to choose one of the places on the list. Have him look up the address in the phone book. Now try to find the zip codes by looking at a zip code map in the phone book or by calling the place and asking an operator for the zip code in their mailing address. Let the students write these addresses on file cards and keep them in the classroom for future reference.

Unit: CORRESPONDENCE

Topic: Personal Notes and Cards

Materials:

1. Notebook paper and dividers
2. Copies of personal notes that you are willing to share
3. Box of new or used greeting cards (thank you, congratulations, sympathy, new baby, happy anniversary, or birthday)

Introductory Lesson for Individual or Class:

1. Discuss the difference between a letter and a note. Have students give their definitions, then look up both words in the dictionary.
2. Ask students to list types of personal notes they may have received over the past year. This may include thank you, sympathy, congratulations, get well or other topics.
3. Share examples of notes that you have received, and discuss typical messages appropriate for each category.
4. Allow each student to choose a topic and write a sample note to "Dear John ," or "Dear Mary,". Edit the notes as a group.
5. Prepare notebook dividers to indicate sections for each category. Have students place their notes in the appropriate sections, and keep this book in class as a reference. Students can look up samples when they need to write a personal note.
6. Write a group thank you note whenever someone has provided materials or shown special kindness to the class. Send get well cards to students who are ill.

Follow-Up for Individual Tutoring: Take four pieces of notebook paper and print one title on each page: THANK YOU, SYMPATHY, GET WELL, CONGRATULATIONS, BIRTHDAY. Now go through a pile of assorted cards, and make a pile for each category. Notice the types of art work, the colors selected, and the messages used in each type of card.

Follow-Up for Literacy or ESL Class: Bring in a box of assorted cards (used or new). Go through the pile and look at the picture, the words on the front of the card, and the message inside. Play a memory game as follows: Stand up four cards on the table or chalkboard ledge. Have students identify them as: the get well card, the sympathy card, the thank you card, and the congratulations card. Have the students close their eyes while the teacher removes one card. Ask students to remember which card is missing. Repeat with a larger number of cards each time, mix them up and change the order.

Unit: CORRESPONDENCE

Topic: Notes to the Teacher

Materials:

1. List of reasons to write to a child's the teacher (copy sample on page 39)
2. Pad of Post-a -Notes
3. Actual notices sent home from school

Introductory Lesson for Individual or Class:

1. Copy individual reasons to write to the teacher onto Post-a-Notes and arrange them on a poster.
2. Let students generate other reasons to write.
3. Allow each student to take a note topic from the poster, and write a note to the teacher explaining his message.
4. Collect the note topics and the messages.
5. Read each topic aloud, and then read the message without mentioning the name of the student who wrote it.
6. Ask the class to evaluate it as follows:
   - Is this note clear?
   - Is any important information missing?
   - Is there too much extra information?
   - How would you change this note?
7. Return notes to each student and allow time for revisions.

Follow-Up for Individual Tutoring: Assist the student in writing specific notes to his child's teacher as they are needed. Brainstorm situations in which the student may need to write to his child's teacher. Have the student dictate what he would say, and evaluate these possible communications. Help the student to make a list of questions which he would like to ask at parent/teacher conference time. Encourage him to take this list to the conference.

Follow-Up for Literacy or ESL Class: Give out samples of actual notices and flyers which have been sent home from a local public school. Have each student examine his sample and determine the content of the letter and the need for response. Allow each student to tell the class what her notice was about. Ask the following questions: Do you need to reply to this notice? Will you need to send a note back to the teacher or is there a form to send back? Must anything else be sent with the form? Notice the diversity of the kinds of communications which come from the school. Encourage students to bring in notices they have received from their child's school.

Reasons for notes to the teacher:

1. You would like to pick your child up at 11:00 am today for a dental appointment.

2. You need to have your child dismissed early this afternoon for a doctor's appointment.

3. Your child was absent for the past three days because he had the flu.

4. Your child needs to take medication at noon each day this week. Describe the medication, and indicate exact dosage and time to be administered.

5. Your child has had asthma and you would like to have her excused from gym class.

6. Your child left his glasses in school yesterday, and you would like teacher to let him check the classroom and the lost-and-found.

7. Your child lost her library book and you need to know the procedure fo replacing the book.

8. Your child wants to buy a school sweatshirt and you need to know the available sizes and the cost of the item.

9. Your child is going on a field trip and you want to know if she can bring spending money for souveniers.

10. Your child is going home with a classmate today and you are giving written permission for him to ride the friend's bus this afternoon.

11. Your child is having trouble in math and you would like to request a conference with the teacher.

12. Your child is being "picked-on" by some older kids on the bus and you would like to know what can be done about this.

13. Your child's birthday is next Friday and you want to know if you can send in cupcakes for the class.

14. You would like to offer to help with the Halloween party at school.

DINING & ENTERTAINMENT

1. Movies and Shows

- a. Fill in chart of movie information from newspaper ads
- b. Read the "Entertainment" listings: highlight free events
- c. Write reviews of movies or T.V. shows

2. Fast Food

- a. Classify fast food items in category charts
- b. Mini-math: Figure totals of orders from menus
- c. Coupons: Examine and determine their usefulness

3. Restaurants

- a. Read and evaluate advertisements, alphabetize the restaurants
- b. Review a restaurant for food, service and other attributes
- c. Evaluate menus; place sample orders; compute totals and tips

4. Sports Events

- a. Record info about local sports events on a calendar
- b. Write a review of a sports event
- c. Analyze sports photos and captions; predict what happened next

Unit: DINING & ENTERTAINMENT

Topic: Movies and Shows

Materials:

1. Movie listing from the daily newspaper
2. Weekly "Entertainment" section of the paper
3. Copies of Movie Information Sheet, (Page 42)

Introductory Lesson for Individual or Class:

1. Allow students to cut out an ad for a movie that they would like to see.
2. Paste the ad on the top of the Movie Information Sheet
3. Under the ad, have the students write the following :

    Title of the Film:________________
    Rating:________________________
    Actors/Actresses:________________
    Price of Tickets:________________
    Name of Theatre:________________
    Location of Theatre:______________
    Times of Showings:______________

4. At the bottom of the page, have them write the brief description or review comments which are included in the ad.
5. Assemble pages into a notebook of what films are currently playing in the area, and give students time to look through it.

Follow-Up for Individual Tutoring: Go through the special events section of the local paper. Notice what plays, concerts, exhibits and special events are coming to the area. Go through the listings and highlight all of the films and exhibits that are free. Have the student circle three events that are of interest. Ask the student when he would go to the events and how he would arrange transportation to get there.

Follow-Up for Literacy or ESL Class: Cut out several reviews of new movies from the paper and read these to the class. Ask students who have seen those films whether they agree or disagree with the opinion of the reviewer. Have students write a brief review of a movie, TV movie or video that they saw recently. Beginning readers can dictate a few sentences to the teacher and copy it over as an "experience story". More capable students should be encouraged to write independently. Have a movie review session in which students tell a brief summary of the movie and give their opinion of the film. Encourage good speaking skills and good listening habits.

Movie Information:

Title:

Rating:

Actors/Actresses

Price of Tickets:

Name of Theatre:

Location of Theatre:

Times of Showings:

Comments

Unit: DINING & ENTERTAINMENT

Topic: Fast- Food

Materials:

1. Bags from fast-food establishments in your area
2. Index cards
3. Four pieces of poster paper
4. Fast food coupons

Introductory Lesson for Individual or Class:

1. Show bags from fast-food places in your local area.
2. Have students read the words and identify logos. Then ask students to tell which fast-food restaurants they like best.
3. Brainstorm a list of fast-food items and write it on the chalkboard.
4. Give each student four index cards and have him write his order
   Card #1 : Sandwich______________________________
   Card #2 : Side order____________________________
   Card #3 : Beverage_____________________________
   Card #4 : Dessert______________________________
5. Label one poster paper "Sandwiches" and have each student tape his sandwich selection to this chart. Repeat with "Side orders", "Beverages" and "Desserts".
6. Display the four posters as a sample fast-food menu. Students may wish to add possible prices for each item.

Follow-Up for Individual Tutoring: Go with your student to his favorite fast-food restaurant. Have him read the menu selections in each category and look at the photos of food items or combinations. Assist the student in ordering what he would like for his meal. Take photos of the menus on the wall, or take along a notebook and make a list of the items and prices in each category. Use this information for future lessons in reading and in totaling the costs of various meal combinations.

Follow-Up for Literacy Class: Distribute actual coupons from fast-food establishments and pizza delivery services. Ask students if they have received similar coupons in the mail, or in circulars in the newspaper. Identify the restaurants and determine which locations are participating. Look at the combinations required, and decide if they really want all of the items....is it a bargain, or would it be cheaper to just purchase items separately? Notice the days of the week or times of day when the coupons are valid. See if there is an expiration date.

Unit: DINING & ENTERTAINMENT

Topic: Restaurants

Materials:

1. Dining and entertainment section of the newspaper
2. Menus from local restaurants

Introductory Lesson for Individual or Class:

1. Cut out restaurant ads from the entertainment section of the paper, tape them to large index cards and put them into a box.
2. Tell students to imagine that they have just won a free meal, and let them randomly choose a card from the box.
3. Allow students time to read their ads, and then interview them as follows:

   What is the name of your restaurant?
   Where is it located, and how could you get there?
   What hours is it open?
   Do they advertise any menu specialties?
   What is the price range for dinners?
   Do they offer dancing or entertainment?
4. Have each student write the name of his restaurant on the top of the card. Collect the cards in alphabetical order and keep in a "Dining Out" file box.

Follow-Up for Individual Tutoring: Show the student a restaurant review from your local newspaper. Identify all the basic information about the establishment. Notice how the reviewer has rated the restaurant and read his description of what he ordered. Help the student to review a restaurant he has visited. Have him give ratings for FOOD, SERVICE and SPECIAL FEATURES. Assist him in writing an essay explaining his opinions about this restaurant.

Follow-Up for Literacy or ESL Class: Distribute copies of menus from restaurants in your area. Look at the graphics and design of the menus. Notice how many categories of foods are included: Appetizers, Soups, Main Courses, Desserts, Beverages, etc. Ask each student to give one "challenging" word or phrase from her menu...(`a la carte, sautéed, braised) and list these on the board. Clarify the meaning of each word, using the dictionary when necessary. Let each student write down what she would order from her menu. Have her include the prices and total the amount of the order. Discuss how to determine an appropriate tip and add this amount to the total.

Unit: DINING & ENTERTAINMENT

Topic: *Sports Events*

Materials:

1. Schedules of sports events from local high school, college, or professional teams
2. Xeroxed copy of blank calender
3. Used copies of sports magazines

Introductory Lesson for Individual or Class:

1. Go around the room and ask each student if he goes to local sports events.
2. Discuss the types of sports that are watched, the other teams in the league, and the cost of tickets to the games or matches.
3. Let each student choose a schedule of sporting events from the local high school or college and indicate his favorite sport.
4. Distribute blank calendars for the current month to each student. Have them title the calendar: Central High School: Swimming; State College: Boys Basketball, etc. and write in the times of the meets or games in the appropriate dates. Indicate the name of the opposing team, and whether the game is home or away.
5. Calendars could be displayed on a bulletin board or kept by the students for personal reference.

Follow-Up for Individual Tutoring: Have your student tell about a sports event which he attended or watched on television. Ask her to be a reporter who is writing a review of the game, meet, match, or race. Assist her in drawing up an outline to include an introduction to the event, and its participants, the most exciting parts of the action, and the outcome of the competition. Help her to write this up as a newspaper article, then guide her in editing and revising the review.

Follow-Up for Literacy or ESL Class: Ask each student what professional sport he enjoys watching on television. Have him name his favorite teams, and tell what he likes about them. Let students look through newspapers and magazines to find pictures of various sports. Paste these to large index cards and write the name of the sport under each picture. Ask the students: What probably happened before the photo was taken... what action is shown in the photo...and what do you think happened next? Ask students to decide which photos would make good sports posters, and tell why they are exciting. Have each student place his cards in order of what sports he most enjoys watching.

ENVIRONMENT

1. Recycling

a. Make posters on recycling glass, plastics, aluminum, and paper
b. Find specific neighborhood info; put recycling dates on calendar
c. Research and discuss reasons for recycling

2. Water Conservation

a. Compile a fact sheet about water consumption
b. Examine individual water bills
c. Locate instances of water pollution in local area

3. Air Pollution

a. Complete a Cause and Effect sheet about air pollution
b. Pinpoint examples of air pollution in the local community
c. Define and discuss "Ozone Layer" and "Greenhouse Effect"

4. Conservation of Fuel

a. Compare efficiency of autos; solar and battery-operated cars
b. Graph the cost of using various electrical applicances
c. Compile a booklet of hints for saving electricity, gas and oil

Unit: ENVIRONMENT

Topic: Recycling

Materials:

1. Copies of guidelines for recycling in your community
2. Four large pieces of poster paper
3. Assorted bottles, cups, and containers which display recycle logo

Introductory Lesson for Individual or Class:

1. Distribute copies of recycling information for your area.
2. Divide students into four groups: Newspapers; Glass; Aluminum and Plastics.
3. Have each group examine the literature to find out what products within their category are acceptable; how they must be prepared for recycling; what containers must be used; when and where they will be picked up.
4. Allow each group to make a poster listing the topic and portraying the information as follows:

GLASS

Acceptable	Not Acceptable
Juice containers	Light bulbs
Soda bottles	Mirrors
Beer bottles	Ceramic cups

Preparation

Remove caps and lids; Labels can remain
Rinse out all items

Collection

Place in refuse can provided by the city (etc., etc.)

5. Let each group report to the class on their findings.
6. Find recycle logos on plastic bottles, cups and containers.

Follow-Up for Individual Tutoring: Help the student to make a chart of what he recycles, and how he prepares each category. Locate the student's neighborhood on a city map and highlight the schedule of pick-up dates in his area. Have the student mark these dates on his calendar as a reminder to put out his recyclables on the collection days.

Follow-Up for Literacy or ESL Class: Display books, and pamphlets, letting the students browse through them. Have each student make a list of five reasons why recycling helps to save the environment. Compile a master list, letting each student add a reason to justify recycling. Post this list on the bulletin board, and make a copy for each student to keep.

Unit: **ENVIRONMENT**

Topic: Water Conservation

Materials:

1. Books about protecting the environment
2. Pamphlets from the water company

Introductory Lesson for Individual or Class:

1. Let students choose books, pamphlets, and fact sheets about conservation. Have each student locate facts about how we waste water, such as;
    a. A leaky toilet can waste 22,000 gallons of water a year.
    b. If you leave the water running while you brush your teeth, you are wasting 5 gallons of water.
2. Record these facts on the board or on a chart for the class.
3. Pass around a notebook, and have each student enter one fact about how we waste water.
4. Now, brainstorm common sense ways in which water could be saved. Go through the pamphlets for specific advice on how to identify toilet leaks, how to install shower heads, etc.
5. Pass the notebook around again, and have each student enter one way that we could save water.
6. Type up the entries in the notebook making a fact sheet about "How we waste water", and one about "How we could conserve". Duplicate these fact sheets and hand out to each student.

Follow-Up for Individual Tutoring: Help the student to read and interpret her water bill. Have her record the number of gallons her family uses per month. Go through the ideas for conservation and guide the student in finding ways in which she could save water. Have her try the new measures for a three month period, and compare the number of gallons used.

Follow-Up for Literacy or ESL Class: Divide students into three groups: Oceans; Rivers and Lakes; and Underground Water. Let each group go through environmental literature to find out how their type of water is polluted. Have a spokesperson from each group tell the class what they found out, and list sources of water pollution. Check the local newspaper files to find out specifically how and when there have been instances of water pollution in your community. Find out what was done to correct the situations and what penalties were imposed.

Unit: **ENVIRONMENT**

Topic: **Air Pollution**

Materials:

1. Books and pamphlets on air pollution
2. Copies of Air Pollution Cause and Effect sheet

Introductory Lesson for Individual or Class:

1. Distribute air pollution Cause and Effect sheet.
2. Have students brainstorm as many causes and effects as they can think of.
3. Make a master list on the board of all the ideas which the students generated, such as:

Causes	Effects
a. Smoke from factories	a. Lung irritations in people
b. Exhaust from autos	b. Damage to trees and plants

4. Hand out pamphlets and books about air pollution, and see if students can identify any other causes and effects which could be added to the list.
5. Discuss possibilities for smog reduction. Talk about the role of local, state, and federal regulations in controlling air quality.

Follow-Up for Individual Tutoring: Personalize the air pollution issue. Ask the student to identify the specific causes of air pollution in his community. Have him think of ways that individuals, and industries could lessen the problem in his immediate area. Encourage him to write a letter to the editor of the local paper if he has strong feelings about, or constructive solutions for this problem.

Follow-Up for Literacy or ESL Class: Write the words "Ozone Layer" and "Greenhouse Effect" on index cards. Have students work in pairs. Each pair may choose an index card, and go through books and pamphlets trying to define their term. Let all the students who looked up ozone give facts about what they learned. Go back to the sources when necessary to clarify facts until a clear definition has been obtained. Now, discuss ways that we can reduce damage to the ozone layer. Define "Greenhouse Effect" in a similar manner, and tell how different geographic areas of the world would be affected by global warming. Discuss ways of helping to stop the "Greenhouse Effect" worldwide. Try to find current magazine or newspaper articles which further explain these concepts.

AIR POLLUTION

Causes	Effects

Unit: ENVIRONMENT

Topic: Conservation of Fuel

Materials:

1. Automobile magazines
2. Information from the electric company on rates and usage
3. World atlas which shows natural resources

Introductory Lesson for Individual or Class:

1. Bring in automobile magazines. Compare the fuel efficiency of various types of cars. Look at charts to determine those cars which get the most miles per gallon. Notice the differences in mileage on trips and in town.
2. Make a list of the cars which are most efficient. Display this information in a chart as follows:

Manufacturer	Model	Year	MPG

3. Talk about ways to use less gas by carpooling, taking the bus, or walking when possible.
4. Try to find pictures of actual solar-powered or battery-operated cars. Compare their initial costs and their cost-per-mile during use.
5. Look for articles about transportation of the future. Read about types of cars that are projected, and about plans for possible mass-transit systems. Discuss how these improvements might impact the environment.

Follow-Up for Individual Tutoring: Get information from the local utility company which indicates how much electricity is used per hour by light bulbs, air conditioners, washers, dryers,and small appliances. Show the cost of using each appliance for one hour. Make a bar graph which displays the cost per hour of each of these items. Represent the same information on a line graph.

Follow-Up for Literacy or ESL Class: Look at maps of the world to see where natural resources are located. Discuss the political implications of the location of the world's oil reserves. Talk about the devastation caused by oil spills. Brainstorm ways to save heating oil. Have each student write, or dictate a paragraph about ways to save fuel. Address different topics, and arrange their paragraphs into sections on:

Saving Gas Saving Electricity Saving Heating Oil

Compile these into a booklet of hints for energy conservation.

EVENTS

1. **Birthdays**
    a. Classify cards into categories; make calendar of birthdays
    b. Purchase cards for friends and family
    c. Plan a birthday party

2. **Weddings**
    a. Read calligraphy on invitations; write experience story
    b. Prepare to attend shower, ceremony, reception
    c. Ethnic weddings: dress, religious observances, customs, foods

3. **Funerals**
    a. Read obituaries and death notices; learn how to send flowers
    b. Compare options for pre-planning a funeral
    c. Appropriate wording for memorials and sympathy notes

4. **Graduations**
    a. Examples of diplomas and certificates; graduation ceremonies
    b. Write sample notes and discuss possible gifts
    c. Class awards and ceremony to celebrate student achievement

Unit: **EVENTS**

Topic: Birthdays

Materials:

1. Samples of used birthday cards, many varieties
2. Xeroxed copies of calendar for the current year; date books such as those given free by companies or stationery stores

Introductory Lesson for Individual or Class:

1. Distribute several used birthday cards to each student.
2. Have them read the messages. Help students to read cards which are printed in script or calligraphy.
3. Notice the different types of cards.
4. Classify the cards into piles for children, adults or either.
5. Shuffle cards and classify into piles for family members (eg: to mother, to sister, etc.) or for anyone.
6. Shuffle the cards and classify them into piles which are humorous, serious or religious.
7. Shuffle the cards and classify them into piles of those with a poem inside and those with plain message.
8. Hand out copies of a current calendar which contains all twelve months on one page.
9. Go around the room and ask each person to tell his birthday. Help everyone to find that month and enter the student's name or initials on the appropriate day.

Follow-up for Individual Tutoring: Assist the student in making a date book or calendar of all the birthdays and anniversaries of her relatives and close friends. Go with the student to the drug store to select appropriate cards for the special occasions in the present month. Help the student to address those cards.

Follow-up for Literacy or ESL Class: Discuss ways in which the students have helped others to celebrate their birthdays. Help the students to plan a surprise party for someone associated with their class. This might be an assistant teacher or tutor, a supervisor or support person from the school or shelter, or someone from the literacy program. Guide the students in making lists of the preparations. Let them set up for the party , and help with the decorations. Students can sign up to bring in refreshments and paper goods. They may wish to make cards or write poems for the person to be honored.

Unit: EVENTS

Topic: Weddings

Materials:

1. Wedding invitations and reply cards
2. Mementos from weddings, such as engraved napkins and match books
3. Thank you notes

Introductory Lesson for Individual or Class:

1. Pass out one invitation to each student. Help students to read various invitations; if they cannot read the calligraphy or italic script, recopy it in manuscript printing.
2. Have each student tell : Who is getting married?
   When is the wedding?
   Where is the wedding?
3. Look at the reply cards and have each student tell:
   To whom is the reply addressed?
   By when should the reply be sent?
4. Compare various invitations and discuss which are more plain and which are more elaborate.
5. Have each student write an experience story about his own wedding, or one which he attended. Allow students time to tell the class about this wedding. Encourage students to speak slowly and clearly so that others can understand them.

Follow-up for Individual Tutoring: If your student receives an invitation to a wedding, have her describe when she will relply. Help the student to prepare cards for shower and/or wedding gifts. Have student put dates of functions on his calendar. Use a local map to trace the route to the shower, wedding, and reception. Discuss the time schedules and the transportation options. Find the engagement announcement and wedding notice in the local paper. Cut them out and read them with the student.

Follow-up for Literacy or ESL Class: Discuss wedding customs of different cultures. Encourage foreign students to describe weddings in their native countries. Talk about differences in the types of religious services and the special clothing which is worn by various nationalities. Compare the types of receptions and the foods which are served. Have the students explain specific ethnic customs. Note the uniqueness of each type of celebration. Ask students to bring in photos of their own wedding, or one which they have attended to share the variety of types of weddings.

Unit: EVENTS

Title: Funerals

Materials:

1. Obituary section of the newspaper
2. Copies of the local phone book

Introductory Lesson for Individual or Class:

1. Give each student an obituary section of the newspaper.
2. Note the distinction between the obituaries and the death notices.
3. Read several obituaries and notice what information is included and how it is organized. Make a list of what facts are usually contained.
4. Have each student look at one of the death notices to find:
    Which funeral home is handling the arrangements?
    When are the calling hours?
    Where and when will the service take place?
    Is the place of interment mentioned?
5. Discuss the customs and appropriate ways of participating in these events.
6. Talk about how to send flowers to a funeral home. Look up florists in the Yellow Pages of the phone book and locate some shops in the local area. Discuss prices of arrangements and methods of payment. Have students suggest possible messages which could be written on a card.

Follow-Up for Individual Tutoring: Discuss a funeral which the student has attended. Ask what kinds of customs were observed, and how the student and his family or friends participated. Obtain information from local funeral homes, and compare prices and options available for pre-planning a funeral.

Follow-up for Literacy or ESL Class: Make a list of places where memorials may be sent, such as:

Specific churches or synagogues
Specific hospitals or nursing homes
An organization such as the Heart Association or Cancer Society
A charity with whom the deceased was associated

Discuss the procedure for sending a memorial. Have each student write a practice letter to one of the above, stating that he is including a donation to be used as a memorial to a particular individual. Use the phone book to locate the addresses of the places to which the memorials would be sent.

Unit: EVENTS

Topic: Graduations and Celebrations of Achievement

Materials:

1. Photos and programs from graduation ceremonies
2. Samples of diplomas and certificates of achievement

Introductory Lesson for Individual or Class:

1. Show photos or pictures of a graduation ceremony and ask: Who attends a graduation? What do the graduates wear? What happens during the program?
2. Discuss types of requirements for high school diplomas or GED certificates. Define higher education degrees such as B.A., B.S., Masters and Ph. D.
3. Look at programs from a graduation ceremony and note the types of speakers and the succession of events.
4. If your literacy program has a celebration or recognition ceremony, show photos and talk about this event.
5. Make copies of a sample high school or GED diploma. Examine the document and find the name of the recipient, the name of the institution, and the date of the award. Notice who signed the certificate.
6. Show examples of different diplomas and certificates. Note the types of print and script that are used. Help the students to read the calligraphy.

Follow-Up for Individual Tutoring: Have the student name a friend or relative who will graduate or be recognized for some achievement. Ask the student to write down what he would say in a congratulatory letter. Talk about what could be given as a gift which would be appropriate for the occasion.

Follow-Up for ESL or Literacy Class: Make a list of students in the class. Decide upon a specific award for each student. These might include:

Excellent Attendance Award
Award for Progress in Math
Award for Faithful Journal Writing
Award for Learning Cursive Writing

Purchase blank certificates or xerox a sample certificate. Type or write the information in calligraphy or script. Have an awards ceremony in your room on the last day of class, presenting each student with an appropriate award. Flowers could also be handed out, and there could be brief speeches and refreshments. Take pictures of the occasion to send to the students.

HEALTH

1. Medical Appointments

a. Match types of medical problems with appropriate physicians
b. Define medical specialties
c. Complete personal phone lists of physicians and pharmacies

2. Medications

a. Read indications and directions for over-the-counter drugs
b. Make a record of personal medications: times and amounts
c. Complete the prescription drug label questionnaire

3. Hospital Tests and Procedures

a. Plan how to prepare for routine blood tests at the lab
b. Read instructions for special tests as CT scan or GI studies
c. Locate outpatient services on the floor plan of a local hospital

4. Health Education and Support Groups

a. Read pamphlets which describe hospital support groups
b. List classes and services provided by local hospital
c. Make a calendar which lists public health lectures

Unit: HEALTH

Topic: Medical Appointments

Materials:

1. Scissors, index cards, double stick tape
2. Copies of the Condition/Physician List
3. Copies of the Medical Information form

Introductory Lesson for Individual or Class:

1. Have the students brainstorm a list of 10 reasons why a person might need a doctor. Ask which type of physician they would contact in each situation.
2. Distribute copies of the Condition/Physician list.
3. Have the students cut apart the physician titles and spread them out on the table.
4. Read one of the problems, and ask students to tell which doctor they should contact. Repeat until all have been discussed.
5. Now have the students cut apart all of the "conditions" cards and match each to an appropriate physician.
6. The condition and physician names can be taped to index cards. These cards can be spread out on the table to play a game of Concentration. A student turns over two cards. If they match, he keeps the pair and gets another turn. If they do not match, he turns them face down again, and another student takes a turn. Continue in this manner until all of the cards are matched.

Follow-Up for Individual Tutoring: Review the specialists discussed in the introductory lesson, and add any other types of doctors the student has consulted. Make a list of other physicians such as: Hematologist, Gastroenterologist, Rhumatologist, Urologist, etc. Let the student pick three of these words, look them up in the dictionary and write a definition telling what that physician treats.

Follow-up for Literacy or ESL Class: Focus on making appointments with individual physicians or scheduling visits to the clinic. Have ESL students report which doctors in the local area speak their native language. Talk about appointment cards and recording the information on the calendar. Have the student make a personal directory of physicians by whom he is treated including his family doctor and any specialists he consults Record these names on a medical page together with emergency numbers. List appropriate pharmacy numbers also.

Conditions	Physicians
Asthma	Allergist
Puts People to Sleep	Anesthesiologist
Heart Problems	Cardiologist
Skin Problems	Dermatologist
Epilepsy, Seizures	Neurologist
Pregnancy	Obstetrician
Eye Problems	Ophthalmologist
Broken Bones	Orthopedic Surgeon
Sick Children	Pediatrician
Emotional Problems	Psychiatrist

Emergency Medical Information

Name ______________________________

Address ______________________________

Phone ______________________________

Police ______________________________

Fire ______________________________

Ambulance ______________________________

Poison Control Center ______________________________

Hospital ______________________________

Clinic ______________________________

Drug Store ______________________________

24-Hour Drug Store ______________________________

DOCTORS:

Family Doctor ______________	Phone ______________
Dentist ______________	Phone ______________
______________	Phone ______________
______________	Phone ______________
______________	Phone ______________
______________	Phone ______________
______________	Phone ______________
______________	Phone ______________

Unit: HEALTH

Topic: Medications

Materials:

1. Xeroxed copy of the box from a bottle of aspirin or Tylenol
2. Empty container from over-the-counter medications
3. Copies of Prescription Drug Questionnaire

Introductory Lesson for Individual or Class:

1. Distribute copies of the box from a package of a common medicine Ask the students to find:
    a. The brand name of the product
    b. The generic name of the medication
    c. The number of tablets/capsules contained in this package
    d. The dosage of each tablet/capsule
    e. Any claims made by the product
2. Now read the fine print to discover:
    a. The indications for taking this medication
    b. The usual adult dose
    c. Warnings of possible side effects
    d. Contraindications for use of this drug
    e. Suggestions for storage of this medication
3. Hand out empty bottles of over-the-counter medications, and hav the students look for the same information discussed above.
4. Ask students how thely would choose between several brands of the same type of medication.

Follow-Up for Individual Tutoring: Discuss the dangers of using some over-the-counter drugs when other prescription medications are being taken. Help your student to make a list of all the products he takes regularly, telling what dose he takes and how frequently he takes this medication. Tell him to bring this list when he has a doctor's appointment, a lab test, or is being admitted to the hospital.

Follow-Up for Literacy or ESL Class: Have each student bring in an empty container of a prescription drug which he takes. Examine the label and fill in the attached questionnaire telling the pharmacy, its phone number, the number of the prescription, the name of the medication, the directions for usage, the warnings about the mediction, the name of the prescribing physician, and the number of possible refills.

PRESCRIPTION DRUG QUESTIONNAIRE

1. Patient's name ______________________________

2. Name of medication ______________________________

3. Number of pills dispensed ______________________________

4. Amount of each dose ______________________________

5. How often should it be taken ______________________________

____

6. Special instructions ______________________________

____

7. Warnings ______________________________

____

8. Name of physician ______________________________

____

9. Name of pharmacy ______________________________

____

10. Phone number of pharmacy ______________________________

11. Address of pharmacy ______________________________

____

12. Number of refills ______________________________

13. Initials of pharmacist ______________________________

14. Date when prescription was filled ______________________________

Unit: **HEALTH**

Topic: Hospital Tests and Procedures

Materials:

1. Copies of a map of the local hospital campus
2. Copies of a flyer telling lab and X-ray locations and hours
3. Samples of instructions for test preparations

Introductory Lesson for Individual or Class:

1. Distribute copies of literature which includes information about parking and patient transportation at the hospital.
2. Note hours when the lab is open, and read procedures for outpatient registration. Discuss what cards, identification and prescriptions for blood work should be brought to the lab. Inform the students that they may need to tell exactly what medications they are taking including times and dosages.
3. Talk about blood tests which require fasting or specific timing.
4. Let students describe the location of the lab.
5. Have students write out a plan for obtaining routine blood tests:
   WHEN would you go to the lab?
   WHAT would you take with you?
   HOW would you get to the hospital?
   WHERE would you enter the building?
   WHAT would you do to register?
   HOW would you get to the lab?
6. Go over this plan and help the student to clarify what he would do.

Follow-Up for Individual Tutoring: Bring in samples of instructions for certain diagnostic procedures such as CT scan, MRI, or GI studies. Help the student to read the directions for prepartation. Talk about how the student would prepare himself for such a test, and what he would do if he had to bring a child or an elderly person for such diagnostic procedures.

Follow-Up for Literacy or ESL Class: Have students brainstorm a list of places that people go for outpatient services:

Radiology Department
Dialysis Center
Emergency Room
Physical Therapy
Occupational Therapy
Short Procedure Unit
EKG Testing
Nuclear Medicine
Pediatric Clinic

Discuss kinds of services offered by such departments. Hand out copies of a floor plan of the hospital. Have students locate all of the departments which were mentioned above.

Unit: HEALTH

Topic: Health Education and Support Groups

Materials:

1. Flyers from local hospitals listing future speakers and topics
2. Brochures from the local hospitals about support groups
3. Clippings from the newspaper about health speakers and programs

Introductory Lesson for Individual or Class:

1. Display a variety of brochures describing support groups at the local hospital. These may include Diabetes, Cancer,or Cardiac Support Groups. Talk about the concept of a self-help group which provides support and education for the participants. Let the students look through these and choose one pamphlet.
2. Allow students time to examine the materials and help them to read the information. Provide dictionaries so that unfamiliar words can be looked up.
3. Ask each student to write down:
   a. The name of the condition or problem.
   b. The definition of the condition or problem.
   c. The type of support group available
   d. The time and place of the meetings
4. Let each student give a brief "oral report" to the class about the topic which his brochure addresses.
5. Let students ask questions and check the pamphlets for phone numbers which can be called to obtain further information.
6. Make a list of all of the support groups at your local hospital.

Follow-Up for Individual Tutoring: Go through hospital brochures to find out what kinds of classes are offered such as: Childbirth Education, Sibling Classes, Weight Management, Giving up Smoking and Babysitter Training. Make the student aware of services provided by the local hospital such as Pre-Operative Orientation for Children, Maternity Teas, and Hospital Tours.

Follow-Up for Literacy or ESL Class: Duplicate a list of lectures which will be given at the local hospital. Examine them one at a time, determining: What subjects will be covered? Who is giving the talk? Enter lecture topics and times on a calendar for future reference. Check newspaper announcements for further information. If your community has Onfo TEL or a medical information hotline, explain the use of this service. Practice making such calls during class time, if possible.

Unit: HOBBBIES AND INTERESTS

Topic: Choosing a Hobby

Materials:

1. Copies of the Hobby and Interest Questionnaire

Introductory Lesson for Individual or Class:

1. Make a list on the board of all of the hobbies and interests pursued by the class.
2. Divide these into categories such as:
    - Arts and Crafts: Drawing, painting,sewing,woodworking
    - Music: Playing an instrument, attending concerts
    - Theatre and Dance: Acting, dancing, attending performances
    - Outdoor activities : Hiking, camping, backpacking, walking
    - Sports/ Athletics: Aerobics, sports, team participation
    - Gardening/Plants : Outdoor gardens, indoor plants
    - Pets/Animals: Caring for pets, breeding, competitions
    - Cards/Board games: Card clubs
    - Collections : Trains, stamps, dolls, baseball cards,coins
3. Have the students brainstorm further examples of hobbies and interests in each category.
4. Count how many possible hobbies they have identified. Make a bar graph to represent the number of hobbies and interests which were named in each category.

Follow-Up for Individual Tutoring: Go to the library with the student and show him how to locate books and periodicals pertaining to a new interest which he would like to explore. Go to a local drug store or bookstore and see which current magazines can be purchased on this subject. Look through the local newspaper for information about groups which meet on this topic, or identify activities to attend in this area. Evaluate the cost of pursuing this hobby or interest.

Follow-Up for Literacy or ESL Class: Hand out copies of the Hobby and Interest Questionnaire. Have each student fill out this survey either independently or with a tutor. Divide students into groups according to categories of their favorite hobby or interest. Let each group give an oral report to the class telling the pros and cons of pursuing this interest. Encourage students to give specifics of where they go, what they do, who is involved, and how much it costs. Assemble the written questionnaires into a booklet which could serve as a reference for other students who wish to get more information about a specific hobby.

HOBBY AND INTEREST QUESTIONNAIRE

Please complete the following sentences.

My favorite hobby or interest is ____________________

Here are some of the activities which I do ____________________

I learned about this from ____________________

I have been doing this since ____________________

What I like best about this interest is ____________________

One thing I don't like about it is ____________________

In this hobby, I have to pay for ____________________

I often go to ____________________

Some people who share my interest are ____________________

I would recommend this hobby to others because ____________________

Unit: HOBBIES AND INTERESTS

Topic: Arts and Crafts

Materials:

1. Xeroxed copies of directions for making a craft project
2. Books of knitting, crocheting and woodworking directions

Introductory Lesson for Individual or Class:

1. Preview this activity by asking students to describe a craft project which they completed. Ask what were the easy parts, what were the hard parts, and how the final product turned out!
2. Hand out copies of directions for a craft projet and ask:
   What are they trying to make?
   How will it be used?
   What materials are needed?
   Where could they be purchased?
3. Have students make a list of the steps involved noting the sequence of what is to be done, and the instructions for each stage.
4. Discuss the project and try to predict what might be the difficulties and how they could be overcome.
5. Think about how this project could be done with children in a Scout Troop or Sunday School setting. Would the project have to be adapted in any way? In what steps would adult assistance be required?
6. Do the project in class, if possible.

Follow-Up for Individual Tutoring: Have the student choose a set of directions for knitting, crocheting, woodworking, or assembling a model. Read through the directions, and have her circle all of the unfamiliar terms. Write these words on index cards. Help the student to look these up using a dictionary on an appropriate reading level. The definition of each term can be written on the back of each card. Now highlight all of the abbreviations in the directions. Refer to the instructions or the glossary to identify the abbreviations. You may consider enlarging directions on a copier if the student has difficulty reading small print.

Follow-Up for Literacy or ESL Class: Let students work in pairs to design a bookshelf or a pair of curtains. Have them sketch the product, and write in sample dimensions. Show the group how to multiply the length times width of each board or piece of fabric to determine the area. Ask students to compute the total amount of wood or fabric needed for the product which they have designed.

Unit: **HOBBIES**

Topic: Outdoor Hobbies

Materials:

1. A selection of books on gardening
2. Graph paper and notebook paper for booklets
3. Maps of walking/hiking trails in nearby parks

Introductory Lesson for Individual or Class:

1. Focus on gardening. Divide the students into two groups: one to discuss vegetable gardens, and one to talk about growing flowers.
2. Have each group begin by allowing each student to talk about his previous gardening experience, or about the kind of garden he would like to plan.
3. Let each group make a list of what they would plant in the "ideal" vegetable or flower garden for your geographic area.
4. Consult the manuals for instructions on planting and caring for each item.
5. Give each group a piece of graph paper on which they can draw a map of where things would be planted in their garden. Have them make a written report which includes information on : Soil preparation; Fertilizers; Purchase of seeds or plants: Diseases and insect control; Watering; Harvesting; Storage or canning.

Follow-Up for Individual Tutoring: Obtain a copy of the "Recreation Directory" from the Sunday Edition of your local newspaper. Have the student go through all of the headings and highlight those which are outside activities, such as opportunities for boating, fishing, or jogging. Have the student circle any activities which interest him. Get a flyer from the city or township recreation board and notice what teams are available for adult participation. Explore also the programs available for children of the community in which adults are needed to coach or referee.

Follow-Up for Literacy or ESL Class: Have the students explore opportunities for walking or hiking in your community. Hand out brochures from local city, township, county or state parks. Note the trails available in each park. Let each student choose a park, and write a composition describing a day outdoors at that site. She should discuss transportation to the park, what food would be packed, how it would be carried, and what clothing would be most appropriate. Tell whether nature guides are available, and whether talks are offered on birdwatching or wildflowers in the park. Describe picnic and camping facilities in the area.

Unit: HOBBIES AND INTERESTS

Topic: Indoor Activities

Materials:

1. Cards and board games
2. Library books about collectibles
3. Information about obtaining and caring for pets

Introductory Lesson for Individual or Class:

1. Go around the room and ask each student to name a card game which he knows how to play.
2. Write the following on the board:
    Number of players
    The pack, the shuffle, and the deal
    The rank of the cards
    The object of the game and the rules of play
3. Ask students to tell the instructions for a favorite card game, including information about the topics above.
4. Bring in a variety of board games. Have students work in groups, reading the directions and figuring out how to play the game which they chose. Help to clarify these instructions. Allow time for each group to play the game which they selected.
5. Have each group evaluate their game, telling how they might change the rules to make it more interesting.

Follow-Up for Individual Tutoring: Show the student some library books about a variety of collectibles. These may include books about stamps, coins, dolls, model trains or baseball cards. Read about how such collections are started, where materials are obtained, how much the items cost, and how their value is determined. Note how collections might be stored or displayed. Look through the newspaper for announcements of clubs or societies of collectors.

Follow-Up for ESL or Literacy Class: Ask students if they have any pets in their home. Discuss the basics of obtaining cats and dogs through a pet store or the S.P.C.A. Talk about neutering and caring for these animals. Have a classroom debate in which students argue the pros and cons of cats vs. dogs as household pets. Let each student choose one other type of animal such as: fish, birds, turtles, hamsters, or rabbits. Let them look through pet care books and make a list of facts: What kind of shelter, food and special care this pet involves. Have them write a composition telling their opinions about having this animal as a pet. Encourage students to share their facts and their opinions with the class.

LAUNDRY

1. Washing Instructions for Clothing

a. Define laundry vocabulary; read washing instructions
b. Relate laundry disasters; discuss prevention possibilities
c. Read clothing labels; sort items into specific categories

2. Detergents and Laundry Products

a. Match laundry words with configuration diagrams
b. Define vocabulary on labels and clarify directions for use
c. Focus on product warnings and cautions

3. Uses of Washer and Dryer

a. Generate a list of words on control; categorize, and alphabetize
b. Study actual controls or photos of dials
c. Use appliance instruction books as a reference

4. The Laundromat

a. Find laundromat info in Yellow Pages and display on posters
b. Write a composition about a laundromat experience
c. Mini-math: solve word problems about costs of loads

Unit: LAUNDRY

Topic: Washing Instructions for Clothing

Materials:

1. At least a dozen 3" X 5" index cards on which you have copied washing instructions from a variety of clothing labels. Include samples of a variety of fabrics and different directions
2. Bag of children's clothing such as T-shirts, slacks, pajamas

Introductory Lesson for Individual or Class:

1. Ask students how they do their wash: Do they separate clothing by color or fabric? How do they determine the water temperature? In what cases do they use bleach?
2. Have students brainstorm a list of laundry vocabulary on the chalkboard such as:
   Cotton
   Polyester
   Machine Wash
   Hot, Warm, Cold
   Bleach
   Dry
   Iron
   Design
3. Distribute the index cards of laundry instructions. Have each student read his card and determine what info is relevant to the laundering. Example:
   100% Cotton -------Important for laundering
   Made in the Philippines----- Not Important for laundering
   Machine Wash Cold--------- Important for laundering
4. Have all the students with 100% Polyester stand up; read these cards to the class and compare the varitey of instructions for this fabric.
5. Collect all the cards which are for 50% Cotton/50% Polyester and note the types of directions for laundering these fabrics.
6. Collect all the cards for 100% Cotton fabrics and compare.

Follow-up for Individual Tutoring: Discuss laundry disasters! What are some of the worst experiences the student has had with fabrics that shrank, colors that ran, and bleach that stained. Let the student know that you have made mistakes too, and talk about ways to avoid problems.

Follow-up for Literacy or ESL Class: Hand out items of children's clothing which you have brought in. Direct students to find the washing label in each item, and read the instructions. Discuss ways of sorting the items if they represented several loads of wash. Actually divide the clothing into piles : Hand Wash, Machine Wash-Cold, Machine Wash-Warm, Wash With Like Colors. Discuss which items might be bleached, and which might need special attention. Redistribute clothing and ask which can be machine dried, which should be line dried, and which should lay flat to dry.

Unit: LAUNDRY

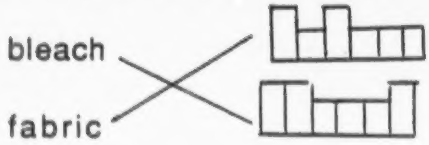
Topic: Detergents and Laundry Products

Materials:

1. Flash cards to use for laundry vocabulary
2. Sample packages of laundry products: detergents, stain removers, and fabric softeners

Introductory Lesson for Individual or Class:

1. Ask students to brainstorm a list of words related to laundry.
2. Write these words on the board and draw configurations to match the words
3. Have students draw lines from the words to their shapes



4. Give an empty box of detergent, bottle of softener, or container of bleach to each student.
5. Allow students to examine their products and ask them to tell: What is the name of the product? What it is used for? What special claims does that product make? What are the instructions for using that product?
6. Compare different brands of detergents, different types of bleaches and stain removers, and other similar products.

Follow-up for Individual Tutoring: Examine the specific brands of laundry products which the student uses regularly. Go over the labels of one product at a time. Determine what information is most relevant to the way the student uses this product. Clarify any instructions which are confusing, and try to have the student recognize if she is using the products effectively.

Follow-up for Literacy or ESL Class: Focus on **WARNING** and **CAUTION** sections of the labels. Have each student examine his product for warnings. Help him to write the name of his product on a large index card, and copy the warning information onto this card. Discuss the warning and make sure that students realize its implications. See if there is medical advice about what to do if this product is swallowed by a child, or if it is splashed into an eye. Note any suggestions for the storage or disposal of the container.

Unit: **LAUNDRY**

Topic: Use of Washer/Dryer

Materials:

1. Copies of instructions for the use of washers and dryers
2. Index cards (3" X 5")

Introductory Lesson for Individual or Class:

1. Have students generate lists of words that may be seen on the controls of a washer and group them into categories such as:

SPEEDS	WATER LEVELS	TEMPERATURES
Normal/Normal	Extra-Large	Cold/Cold
Normal/Gentle	Large-Medium	Warm/Cold
Gentle/Gentle	Small-Mini	Hot/Warm

2. Go through each "category" of words and ask students to explain what they mean. Clarify the directions.
3. Repeat with groups of words found on the dryer.
4. Make a set of flash cards putting just one laundry word on each card:

   SPIN
   RINSE
   PERMA-PRESS
   COTTONS
   PUSH
   PULL
   DETERGENT
   BLEACH

   and go through the cards teaching sight word recognition.
5. Give out several cards to each student
6. Collect the cards in alphabetical order: Does anyone have a word which begins with "A"? Is there a laundry word which starts with "B"?, and so on until all cards have been retrieved.

Follow-up for Individual Tutoring: If possible, take a picture of the controls on the washer and dryer that the student usually uses (at his home, or at the laundromat). Have the student make a list of all the words which appear on the washer and dryer. Make sure that he is reading the controls accurately.

Follow-up for Literacy or ESL Class: Hand out sample instruction booklets for washers and dryers. Help students to note different sections or chapters which explain: Use and Care; Setting Controls; Bleach and Fabric Softener Dispensers; Energy Saving Tips; Service Information. Help them to determine which information is most useful for their needs. Practice using the table of contents to locate the facts that they need .

UNIT: Laundry

Topic: The Laundromat

Materials:

1. Copies of local phone books
2. Large (18" X 24") pieces of construction paper
3. Markers

Introductory Lesson for Individual or Class:

1. Look up "Laundromat", "Laundries" and "Laundries: Self-Serve" in the Yellow Pages of the Phone Book.
2. List nearby laundry facilities on the chalk board.
3. Ask students to note which ones they have used.
4. Make a poster for each of the laundromats in the vicinity which lists the name of the facility and its complete address.
5. Divide students into pairs and have them choose the poster of a laundromat with which they are familiar and add to the poster:
   The number of washers and dryers
   Availibility of large capacity machines
   Special services provided, such as dry cleaning
   Type of management or attendants
   Hours when the facility is open
6. Have students refer to ads in the phone book to find further details about specific laundries.
7. Let each pair give an oral report to the class telling:
   A. The **Facts** about the establishment on the poster
   B. Their **Opinions** about this place: What they like and/or dislike about this facility

Follow-up for Individual Tutoring: Have the student tell about an unusual experience at the laundromat. This may be a time when something funny, scary, annoying, heartwarming, or exciting happened. List all details of this event. Help the student to write a composition about this particular trip to the laundry.

Follow-up for Literacy or ESL Class: Have students call local laundromats to obtain this information about the cost per load of wash and the cost per hour of the dryers. Make up word problems to do as a group: "Susan has one load of laundry to wash and dry. How much will it cost her to do this at each place on our list....Martin wants to do three loads of wash. How much would this cost at the Sunshine Laundry."

MAPS

1. Maps of the Neighborhood

a. Walk around the block by the school and make a diagram
b. Dioramma of the student's neighborhood
c. Maps of areas adjacent to the school

2. Maps of the City or Town

a. Show directions and locate landmarks on local map
b. Highlight routes with marker
c. Name streets to find and places to identify

3. Maps of the State

a. Find important cities, towns, rivers, and geographic areas
b. Go to the library and find books about the state
c. Examine flyers of tourist attractions in the state

4. Maps of the United States

a. Locate your state; identify adjacent states with abbreviations
b. Discuss characteristics of states in which student has lived
c. Name and locate states in which students were born

5. Maps of the World

a. Guess where the photo was taken; use the atlas and the globe
b. Plan an itinerary for a dream trip
c. Pick a travel folder; describe this tour

Unit: MAPS

Topic: Maps of the Neighborhood

Materials:

1. Poster board or oaktag for maps of the block
2. Magic markers
3. Large box lid, small boxes, cardboard, fabric, clay

Introductory Lesson for Individual or Class:

1. Take a walk around the block in which your class is located.
2. Return to class, and draw a large rectangle on the poster board to represent the block on which this class is located; have students copy this drawing on their papers.
3. Indicate directions North, South, East and West.
4. Draw the classroom building in its location on the block.
5. Have a student draw and label the building next door.
6. Complete the entire block, having students draw and label each building, parking lot, yard, etc. Encourage students to copy this diagram onto individual maps.
7. Students can come up one at a time and add something (trees bushes, fences, sidewalks, etc.) to the large class poster to represent the immediate neighborhood as accurately as possible
8. These details can be added to the individual maps also.
9. Some students may wish to take their maps along and walk around the same block again to see if they missed anything.

Follow-up for Individual Tutoring: Help the student to make a dioramma of the neighborhood in which he lives. A large box lid can be used as the base. Buildings can be represented by smaller boxes or constructed from cardboard. Pieces of fabric can be used for grass, gravel for streets, and green clay for bushes. Trees can be made of sticks covered with green tissue paper.

Follow-up for Literacy or ESL Class: Students could work in pairs to make poster board maps of blocks surrounding the block in which the school is located. Lay out completed maps in a contiguous fashion to show the area around the block in which the class meets. Hang on the wall or display on a large bulletin board if space is available. Be sure to add street signs and traffic signs which are displayed in the area. More blocks could be added as they are completed. Discuss directions: Is the library north or south of the post office? Is the river east or west of the school?

Unit: MAPS

Topic: Maps of the City or Town

Materials:

1. Map of local area to hang up on bulletin board or chalk board
2. Xeroxed copies of central area of the local map
3. Highlighter markers

Introductory Lesson for Individual or Class:

1. Show a large map of your local area and distribute xeroxed copies of the central area of this map.
2. Discuss directions and have students draw N for North on the top of the map, S for South on the bottom. Indicate E and W.
3. Ask the following questions:
    What rivers or streams do you see?
    What major roads go North-South on this map?
    What highways go East-West?
    What superhighways appear on this map?
    Where are the exits for this town located?
4. Note that some highways have a street name and a route number. Put the following exercises on the board :
    Center Street is the same as Route #__________
    Linden Street is also called Route # __________
5. Distribute highlighter markers and ask students to find various landmarks such as the hospital, school, factory, shopping center, or park.

Follow-up for Individual Tutoring: Review the local map and have the student dictate a list of places he goes. Help him to highlight the exact location of his home, church, doctor's office, child's school, and other places he visits. Have him draw lines to show how he gets from home to school, to work, to the post office and other specific locations. Ask which of these locations are north of his home, and which are south.

Follow-Up for Literacy or ESL Class: Go around the room, having each student take turns naming a street or landmark to locate. Have students come to the map on the board and highlight the route from here to the mall, or from class to the hospital. Different colored markers could be used to show how to get to the post office by bus vs. how to go by car. Names of streets might be reviewed by using flash cards.

Unit: **MAPS**

Topic: Maps of the State

Materials:

1. Large road map of your state
2. Copies of a smaller, more simplified map of the state
3. Colored magic markers
4. Flyers about the state from the Chamber of Commerce the visitor's bureau or travel agent

Introductory Lesson for Individual or Class:

1 Hang up a large road map of your state and discuss it, asking questions such as:
    Where is our town?
    What is the nearest big city?
    What is the largest city in this state?
    What is the capitol of our state?
    Where are the mountains and rivers located? etc.
2. Distribute copies of simplified map of the state and give directions to follow:
    Make a red star on the state capitol.
    Use your blue marker to follow the__________River.
    Locate the city of __________ and circle its name.
    Make a green dot on our town. etc.
    Draw brown MMMMM where there are mountains. etc.

Follow-up for Individual Tutoring: Have the student locate places in the state which he has visited. Discuss locations which he would like to see someday. Talk about different environments found within your state. Take the student to the library and locate a book about your state on a reading level which is appropriate. Help her to write a brief report about the state.

Follow-up for Literacy or ESL Class: Bring in flyers about your state for the students to examine. Have each student select a different flyer and tell the class what he discovered about the state. List findings in categories such as:

Population
Agriculture
Climate
Natural resources
Historic landmarks
Industries

Identify the state flag, state bird, state animal, and other specific facts about the state.

Unit: MAPS

Topic: Maps of the United States

Materials:

1. Large map of the U.S. to hang on the board
2. Xeroxed copies of the sample map of the U.S. showing state boundaries

Introductory Lesson for Individual or Class:

1. Show a map of the country and indicate directions N,S,E, and W.
2. Hand out xeroxed copoies of this map and have students make N on the top of the page for North, also indicate S, E, and W.
3. Locate your state, and help each student to find it on his individual map.
4. Discuss the size and shape of your state:
   Is it one of the larger states?
   What shape is it?
   How do you think its boundaries were chosen?
   Is it bigger or smaller than NY? etc.
5. Identify bordering states by asking questions such as:
   If we go north, what state are we in?
   If we go south, what state will we find?...etc.
6. Help students to write in the abbreviations for name of your state and neighboring states.
7. Have the students locate any other states they know:
   Which other states do you recognize?
   Can you find Florida?
   Which state is the furthest North?...etc.

Follow-up for Individual Tutoring: Discuss states in which the student has lived. Talk about why she moved when he did. Ask which states she has visited. Help the student to compare her state to the state or the country in which she was born. Make a list of similarities and differences and write an essay of comparison.

Follow-up for Literacy or ESL Class: Go around the room and ask each student where he was born. Have him locate his state on the big map on the board. Refer to world map for those born in another country. Make a list of student names and states. Count how many in the room are from the local area, how many are from neighboring states. Determine who came from the state which is farthest away, who came from the largest state, and so on.

Unit: MAPS

Topic: Maps of the World

Materials:

1. An atlas
2. A Globe (regular globe for classroom; inflatable beach ball type of globe may be easier to transport to tutoring site)
3. Photos cut from old National Geographic magazines which are obviously from identifiable areas: desert, jungle, polar region

Introductory Lesson for Individual or Class:

1. Review the concepts of city, state, and country.
2. Introduce the whole world on the atlas.
3. List the names of the continents and locate them.
4. Discuss countries which are familiar to the students, and help students who were born in foreign countries to locate their native lands.
5. Introduce the globe and show longitude and latitude lines. Discuss types of climate in different latitudes.
6. Hand out pictures cut from National Geographic or travel magazines. Challenge students to guess where the photos might have been taken. Have them explain the reasons for their guesses.

Follow-up for Individual Tutoring: Tell the student he has just won an "all expenses paid" trip to any place in the world. Have him choose a destination. Help him to see on the map what route he would take to travel there. Discuss what modes of transportation he would use. Go to the library and find books about the culture of the country he would visit. Help him to write a sentence, a paragraph, or a report about each of the following: the location, the climate, the people, and the geography of this place.

Follow-up for Literacy or ESL Class: Place a number of brochures from foreign countries into a tote bag from a travel agent. Have each student pick a flyer from the bag. Ask students to imagine taking a tour of that area. Give students time to examine their brochures and compare them with others. Help them to describe pictures and read key words and explanations. Let students come forward one at a time and help them to locate their destinations on the world map, and then on the globe. Discuss what modes of transportation would be used, and describe the location of the area described in the brochure.

MONEY

1. Purchase Prices and Sales Slips

a. Read sales slips and calculate amounts of change
b. How to save receipts for rebates or returns
c. Practice computing sales tax and totaling bills

2. Utility Bills

a. Complete the utility bill questionnaire
b. Keep records of monthly usage and payments
c. Give group reports on utility statements

3. Savings Accounts

a. Fill out deposit and withdrawl slips
b. Prepare a budget and plan for saving
c. Make a poster to compare accounts at local banks

4. Money Orders and Checks

a. Learn about sending money orders
b. Evaluate different types of checking accounts
c. Write sample checks; define banking vocabulary

Unit: MONEY

Topic: Sales Slips and Receipts

Materials:

1. Xeroxed copies of sales slip samples
2. Actual sales receipts from local department stores

Introductory Lesson for Individual or Class:

1. Distribute copies of a page containing two different sales slips.
2. Have students identify the following for each slip:
   a. The name and address of the store
   b. The date of the purchase
   c. The description of the items purchased
   d. The subtotal of items
   e. The amount of tax
   f. The total cost and type of payment
3. Pass around a box of assorted sales slips, and have each student choose three receipts. Have students work in pairs, finding all of the above items on each sales slip.
4. Talk about making change. Put the total of one sales slip on the board. Now say: " Your bill comes to $8.53. How much change will you get from a $10.00 bill?; a $20.00 bill?." Show students how to subtract to determine the answer.
5. Discuss exact change: "Your bill comes to $8.53. What bills and coins would you need to pay it exactly?"

Follow-Up for Individual Tutoring: Have the student save all of his receipts from store purchases over a two week period. Help him to read the names of the items which were bought. Compare the different types of receipts. Assist the student in deciding which sales slips should be saved for rebates, or possible returns. Help him to develop a box or file for storing receipts which should be saved.

Follow-Up for Literacy or ESL Class: Make a list of which types of items are taxed in your state. Do several sample math problems in which you compute the sales tax and add it to the total of the bill. Have the students create a worksheet of word problems involving store purchases. For example: "Bill went to the hardware store. He bought a package of nails for $3.95 and some sandpaper for $5.69. What was the total of his purchases? Compute a 6% sales tax and add to this bill. What is the total amount due?" Have each student submit two word problems. Type these up on a worksheet for the class, and have them solve the problems independently. Check the paper together as a group.

Unit: MONEY

Topic: Utility Bills

Materials:

1. Sample copies of telephone, gas, and electric bills
2. Xeroxed copies of the Utility Bill Questionnaire

Introductory Lesson for Individual or Class:

1. Copy a sample gas or electric bill onto the chalkboard.
2. Have individual students come up and use colored chalk to circle the following items:
    a. service name and address
    b. customer number
    c. previous balance
    d. payments and adjustments
    e. current balance
    f. due date of current bill
3. Show how to subtract previous meter readings from current readings to compute usage.
4. Now hand out a variety of utility bills and have the students complete the Utility Bill Questionnaire.

Follow-up for Individual Tutoring: Help the student to make a list of all of the utilities he pays, such as phone, water, sewer, electricity, gas, or oil. Assist him in organizing a notebook in which he keeps a page for each utility, listing the date of each bill, the usage for that month and the charge for each month. Show him how to total annual costs, and suggest keeping a yearly record to compare with next year's readings and costs.

Follow-Up for Literacy or ESL Class: Have each student bring in a utility bill which he has received at home, or take a sample bill such as those used in the introductory lesson. Divide students into groups which have phone bills, electric bills etc. Have each group go to the backs of their bills and read the detailed explanations. Help them to understand the "Explanation of Terms" if such a section exists. Have them define the state tax surcharge, commodity charge, late payment charge and rate codes for that utility. Let each group give an oral report to the class which answers the following questions:

a. Where are this utility company's offices located?
b. Where can payments be made?
c. What is the procedure for making inquiries about this bill?
d. How and when are disconnection notices sent?

Allow time for students to ask questions after each group presentation.

UTILITY BILL QUESTIONNAIRE

1. Name of the utility: ______________________________
2. Address of the utility ______________________________

   ____
3. Name of customer ______________________________
4. Address of customer: ______________________________

   ____
5. Customer or account number: ______________________________
6. Previous balance: ______________________________
7. Payments: ______________________________
8. Adjustments: ______________________________
9. Late payment charges: ______________________________
10. Days of use: ______________________________
11. Previous meter reading: ______________________________
12. Current meter reading: ______________________________
13. Amount used: ______________________________
14. Due date: ______________________________
15. Amount to pay on or before due date ______________________________
16. Amount to pay after due date: ______________________________
17. How would you pay this bill? ______________________________
18. Where would you pay this bill? ______________________________

Unit: MONEY

Topic: Savings Accounts

Materials:

1. Savings account deposit and withdrawl slips
2. Brochures from local banks about opening a savings account

Introductory Lesson for Individual or Class:

1. Ask students to share information about the types of savings accounts with which they are familiar.
2. Discuss how passbook accounts differ from statement savings accounts.
3. Give each student a deposit slip from the same bank.
4. Read it together and fill it in as a group activity. List a cash amount, and two or three check amounts, showing the students how to fill out the slip and compute the total.
5. Now, hand out deposit slips from several other local banks, and have the students work independently, filling in the deposit amounts which are listed on the board.
6. Repeat this procedure with withdrawl slips from local banks.

Follow-Up for Individual Tutoring: Talk to the student about writing a budget. Have the student make a list of her monthly expenses. Show her how she can total these, and subtract from monthly income to determine a possible amount to save regularly. Compare different types of Savings accounts. Read information about Christmas Club and Vacation Club plans.

Follow-Up for Literacy or ESL Class: Hand out literature about opening savings accounts at several local banks. Give students time to look through several brochures. Help them to highlight the important information about each bank. List the local banks represented. Make a chart showing the following information for each bank:

a. What is the minimum deposit required to open an account?
b. How much interest is paid on a savings account at this bank?
c. How is the interest compiled?
d. Do they offer any special services such as direct deposit, automatic transfers or telephone transfers?
e. Do they offer MAC (Money Access Card) services?

Display the above on a large poster comparing the savings account facts from area banks and savings and loan associations.

Unit: MONEY

Topic: Money Orders and Checking Accounts

Materials:

1. Literature from local banks pertaining to checking accounts and money orders
2. Samples of checkbooks, and deposit slips

Introductory Lesson for Individual or Class:

1. Call on students to describe how they have obtained money orders. Ask what information they needed to supply.
2. Have each student copy a sample money order from the board:

   Pay to____________________________
   Street____________________________
   City________________ Zip__________
   -
   From______________________________
   Street____________________________
   City________________ Zip __________

3. Discuss where money orders may be purchased, and stress the importance of keeping the receipt.
4. Talk about how money orders may be redeemed, and what types of I.D. can be used to prove identity.

Follow-Up for Individual Tutoring: Obtain Checking Account brochures from the local banks. Read these with the student, comparing the types of accounts such as: Econo-Checking, Personal Checking, Interest Checking, and Business Checking. Note any special accounts which may be offered to senior citizens. Try to identify the advantages and disadvantages of each type of account.

Follow-Up for Literacy or ESL Class: Show samples of checkbooks and deposit slips. Allow students to fill out examples of both. Make a list of vocabulary pertaining to checking accounts:

minimal fee
MAC card
service charge
per-check fee
interest
personal checking account
average monthly balance
customer service representative
monthly service fee
minimum balance

Have students work in pairs to define as many of these terms as possible. Lead a class discussion in which the terms are described as clearly as possible. Ask students which local banks have tellers who are bilingual, or who are especially patient with ESL individuals.

NEWSPAPER

1. Parts of the Paper

a. Identify sections of the paper; play a topic search game
b. Study and compare the headlines
c. Sort articles by topics; display them on posters

2. Classified Ads

a. Highlight categories; complete the Ad Info questionnaire
b. Find nouns and adjectives in ads; arrange in alphabetical order
c. Compare "Real Estate for Rent" ads

3. Features and Entertainment

a. Answer letters to Dear Abby
b. Interpret the television listings
c. Cut apart the comics; arrange in sequence

4. Current Events

a. Brainstorm preview questions; read article; answer questions
b. Booklet: article a week; experience story format
c. Locate articles on a specific topic

5. Sports

a. Match headlines and photos
b. Read about upcoming local sports events; list on calendar
c. Find facts on the sports scoreboard

Unit: NEWSPAPER

Topic: Parts of the Paper

Materials:

1. Identical copies of the same edition of the local newspaper
2. Four pieces of large poster board

Introductory Lesson for Individual or Class:

1. Give out copies of the same issue of the newspaper and have students spread out the front page, identifying the name of the paper, the date, the location and the price of the paper.
2. Find the Index to the paper and read the titles of each section and the letters and page numbers which indicate their locations. Look at the front page of each individual section and determine its contents.
4. Go back to the index on the front page and play a topic search game.

    The teacher may start with a question:
    Teacher: Where can I find Dear Abby?
    Student #1: Dear Abby is in Section C on page 4.
    That student continues the questioning:
    Student #1: Where are the classified ads?
    Student #2: They are in Section D on page 25.
    Student #2 asks the next section, and so on.

5. Practice turning to various sections to locate specific items.

Follow-Up for Individual Tutoring: Give the student one copy of the local paper and a pair of scissors. Have him cut out ten different headlines. Compare the sizes and styles of the print. Notice which ones are in CAPITAL LETTERS and which are in **Bold Type** or *Italics.* See where color has been used to highlight a headline. Determine how the headline has been chosen to represent the article. Note any correlations between the kind of type and the subject of the passage.

Follow-Up for Literacy or ESL Class: Choose four major sections of the paper such as: Front Page, Local, Living and Sports. Take four pieces of poster paper and write the title of a section on the top of each poster. Have a student read the headline of one article, and tape it on the correct poster such as SPORTS: " Bitter Rivals Meet for Playoff". Continue until there are ten headlines on each poster. Now take the posters down, read the headlines and see if students can remember the section in which they appeared.

Unit: NEWSPAPER

Topic: Classified Ads

Materials:

1. Classified sections of local newspapers
2. Highlighter markers and colored pens or markers
3. Xeroxed copies of the attached Ad Questionnaire

Introductory Lesson for Individual or Class:

1. Pass out copies of the classified section and have students highlight the various categories such as EMPLOYMENT, MERCHANDISE, ROOMS AND BOARD and REAL ESTATE FOR RENT.
2. Now focus on the EMPLOYMENT section and use a pen to circle the sub-headings: Help Wanted, Employment Agencies, Situation Wanted, Instruction, etc.
3. Copy a Help Wanted ad on the board and have the class read it aloud. Ask questions to discern the exact information.
4. Have students circle several Employment Opportunities which interest them. Let them cut one ad out and tape it to the Ad Questionnaire. Assist students in answering the questions on this form.
5. Compare the different ways to apply for the job such as: "Apply in person", "Call to schedule interview", "Send resume and letter of application, "Contact Mrs. Snyder" . Have students tell how they would apply, and how they would dress for the interview.

Follow-Up for Individual Tutoring: Look through the MERCHANDISE items of the Classified Section with your student. Find ads which highlight the noun, such as : BICYCLE, SKATES, TELEVISION and compare to ads which include adjectives, such as BROWN AND TAN SOFA, SEASONED FIREWOOD, GOOD QUALITY HAY, NEW CHINA CABINET. Now cut out ten items for sale. Mix them up and have the student rearrange in alphabetical order.

Follow-Up for Literacy or ESL Class: Choose a student volunteer to come to the board as class secretary and copy an ad from the For Rent section. Have another student copy a similar ad on the board. Read the two ads outloud and have students compare the two possibilities. Ask them which apartment is larger... Which has lower rent...Which includes utilities...Which might be a better location...Which offers something special. Repeat this exercise with a variety of comparable ads, having students note advantages and disadvantages of each possibility.

CLASSIFIED AD QUESTIONNAIRE

Tape a Help Wanted Ad here:

Please answer the following questions:

1. What is the title of the job? ____________________

2. What is the description of the job? ____________________

3. What kind of education is required? ____________________

4. What kind of experience is required? ____________________

5. How much does this job pay? ____________________

6. What number could you call for further information? ____________________

7. How could you apply for this job? ____________________

Unit: NEWSPAPER

Topic: Features and Entertainment

Materials:

1. Copies of the local newspaper
2. Xeroxed copies of a letter to Dear Abby

Introductory Lesson for Individual or Class:

1. Distribute copies of the local paper, and have students list all of the Features and Entertainment items such as: Bridge, Comics, Crossword, Dear Abby, Horoscope, Lotteries, and Television. Let each student check off which features he reads, and tell which he enjoys most.
2. Read aloud a letter which was written to Dear Abby. Ask students to write a possible reply to the problem. Invite students to share their responses with the class.
3. Now hand out copies of the newspaper clipping which includes that letter and Abby's response. Compare student responses to Abby's reply and see who agreed and disagreed with the columnist.
4. Let each student write an imaginary letter to Dear Abby, trade with a classmate, and write replies to each other's letters.

Follow-Up for Individual Tutoring: Help the student to locate the Television section of the local paper. Ask him to highlight the channels he receives on his T.V. Make up a variety of questions such as:

If you watch Channel 3 at 8:00 pm, what show will you see?
What time does "Dallas" begin on Friday?
When is "Wheel of Fortune" over?
What program comes on after "Family Feud"?

Read the highlights or program descriptions for that day. Have the student circle which programs he would like to watch.

Follow-Up for Literacy or ESL Class: Pass out copies of the local paper, and have students locate and read through the Comics section. Take comic strips from old papers, and cut each strip into its three or four boxes. Give each student the three or four pieces and have him put them in order to show what should be the sequence of that strip. Students could tape the pieces on separate index cards of assorted colors: eg: 3 Garfield boxes on yellow cards; 4 Peanuts boxes on blue cards. These cards could be traded among students until they have all had a chance to sequence several comics. They could be saved as a classroom enrichment activity.

Unit: NEWSPAPER

Topic: Current Events

Materials:

1. Cut out an article on a high interest topic which contains a bold headline, a picture and a description of the picture
2. Xerox copies of the article for each student

Introductory Lesson for Individual or Class:

1. Pass out the copies of an article. Tell the students when it appeared in the paper. Allow them to look at the photo and read the headlines.
2. First, discuss the picture and the explanation underneath it. Try to guess what kind of information will be contained in the article.
3. The teacher may read the headline aloud, as students follow along on their own copies. Does the headline give any more clues about what will be in the text?
4. Brainstorm a list of questions of what students would ask the reporter about this topic.
5. The teacher should read one paragraph aloud at a time, as students follow along. Ask appropriate questions after each paragraph to insure comprehension.
6. Go back to the list of questions on the board. How many of them were answered adequately? Where could students go for further information about this topic or this incident?
7. Discuss how well the article was written. Ask students how they might have written the article differently.

Follow-up for Individual Tutoring: Have the student compile a current events booklet. Help him to select one article from the paper each week. He should cut it out and tape it into a notebook. Devise language arts exercises based on the article. Find capital letters, note punctuation, choose a word from the story and make a list of rhymes, choose some words from the story and think of synonyms. Make completion exercises based on the story and have students fill in the blanks.

Follow-up for Literacy or ESL Class: After several weeks of examining articles as a group, assign a topic that is current, such as the environment. Provode a pile of newspapers from the previous week. Have students work with a partner to see how many articles they can find pertaining to the topic in the papers from that week. Compare the articles.

Unit: **NEWSPAPER**

Topic: Sports Section

Materials:

1. Sports photos, headlines and articles cut from the previous week's newspaper
2. Copies of the Sports Section of the local newspaper

Introductory Lesson for Individual or Class:

1. Spread out a selection of sports photos and headliilnes cut from recent copies of the weekly paper.
2. Have students work in groups to match the headlines to the photos.
3. Now hand out the accompanying articles and have the students match the articles fo the correct photos and headlines.
4. Give students time to read the articles and ask them if the chosen headline was appropriate or if they would rewrite it in any way.
5. Distribute brief articles about local sports events from which you have removed the headlines. Let each student read his article and create an appropriate headline. Help him to decide which words should be capitalized.

Follow-Up for Individual Tutoring: Explore the Sports Section for local sports information. Try to locate:

A What's Happening article which tells which teams are forming, when registrations are being held , and which coaches are needed.

A Local Digest which gives the scores of the games and tournaments which have been played by schools in the area.

A Sports Calendar which tells the specific events scheduled to be played today. Find when and where the events will be held.

Follow-Up for Literacy or ESL Class: Give each student a copy of today's Sports Section and have him locate the **Scoreboard** page. Play a game of consecutive questioning by letting students name the sport and ask a question.

Student #1: Hockey: Who won the Devils-Maple Leafs game?
Student #2: Hockey. The Toronto Maple Leafs won, 7-3.

Now, Student #2 asks the next question:

Student #2: Tennis: What tournament is taking place in Chicago?
Student #3: Tennis: The Volvo Tournament is being played there.

Proceed with Student #3 asking the next question, and so on.

SAFETY

1. Child Safety

- a. Compile a notebook on Infant Safety
- b. Make a chart of safe toys for specific age groups
- c. Write reports on Toddler Safety and Preschooler Safety

2. Poisons and Dangerous Substances

- a. Learn poison information facts and use "Mr. Yuk" stickers
- b. Discuss poison safety in your home
- c. Find and read warning labels on products

3. Home Safety

- a. Discuss protection from intruders
- b. Make a home improvement inventory
- c. Read about accidents in the home; talk about prevention

4. Fire Safety

- a. Study fire safety facts
- b. Establish Home fire drills
- c. Read instructions for fire extinguishers and smoke detectors

Unit: SAFETY

Topic: Child Safety

Materials:

1. Pamphlets on child safety from local hospital or clinic
2. Highlighter markers

Introductory Lesson for Individual or Class:

1. Focus on the infant under one year of age. Have students identify the greatest dangers to the baby, such as drowning, falls, suffocation, burns, auto accidents, cuts, and choking.
2. Hand out pamphlets on baby-proofing for infants and have students highlight the important tips included in the literature.
3. Give each student a topic such as:
   a. Safety at bath time (prevention of scalding, drowning)
   b. Auto safety (choice of car seat, use of car seat)
   c. Protection from dangerous objects (pins, scissors, knives, buttons, beads)
   d. Protection from falls (stairs, changing table, crib)
   e. Protection from strangulation (telephone cords, drapery cords, ribbons on clothing, necklaces, pacifier cords)
   f. Protection from suffocation (plastic bags, soft pillows)
   g. Protection from choking (small objects, pieces of food)
   h. Protection from electrocution (safety plugs, outlet covers, lamps, cords)
   i. Protection from burns (fireplace, electric heaters, radiators, stoves, hot foods, toasters, irons, use of flame resistant sleepwear)
4. Have each student make a list of rules for his topic, and compile these pages into a booklet on Infant Safety.

Follow-Up for Individual Tutoring: Focus on Toys. Have the student make a chart for the following age groups: Up to 2 years old, 2-3 years old and 3-6 years old. Help her to make a list of dangerous toys and safe toys for each age group. Look through catalogues of toys, and try to decide why certain toys are safe or unsafe for each group.

Follow-Up for Literacy or ESL Class: Review the tips for baby-proofing. Now divide the class into two groups: one to consider safety for the toddler (aged 1-2); and one to focus on preschooler (aged 3-4) safety. Let each group look through brochures for information and compile notebooks covering safety tips for that age group.

Unit: SAFETY

Topic: Poisons and Dangerous Substances

Materials:

1. Xeroxed copies of a poison control center information sheet
2. "Mr. Yuk" stickers from local pharmacy

Introductory Lesson for Individual or Class:

1. Preview poison information by asking questions and having students try to guess the answers. You may have them tell their guesses or write them down.
    a. How many children do you think are poisoned each year?
    b. Where are children usually poisoned?
    c. When do most poisonings occur?
    d. How old are most poison victims?
    e. By what substances are they usually poisoned?
    f. Why do poisoning episodes occur?
2. Now hand out a fact sheet from the local poison control center and discuss the information presented.
3. Ask students to share any experiences they know of children who were poisoned. Have them describe the circumstances of the incident, and tell what was done to treat the child.
4. Help the students to look up the number of the local Poison Control center.
5. Hand out "Mr. Yuk" stickers and talk about ways to use them.

Follow-Up for Individual Tutoring: Talk specifically about the student's children, grandchildren or youngsters who may visit her home. Make a list of all the substances in the home which could poison a child who ingested them. Talk about how to store pharmatceuticals, cosmetics and cleaning products. Discuss the dangers of leaving products unattended Role play how the student would place a call to the Poison Center if an incident occurred.

Follow-Up for Literacy or ESL Class: Ask each student to bring in three warnings cut from detergents, cleaning products, or medications. Read these to the class, and compare the types of warnings. Note the directions given for what to do if the product is ingested. Be sure to compare which kinds of poisonings can be treated at home, and which types of incidents require medical treatment. Make a list of the products and the remedies which have been mentioned in class. Help the students to brainstorm ways of protecting children from such poisonings.

Unit: SAFETY

Topic: Home Safety

Materials:

1. Poster paper for home protection chart
2. Newspaper clippings describing accidents which occurred in the home

Introductory Lesson for Individual or Class:

1. Brainstorm a list of rules for protection from intruders.
2. Discuss the kinds of locks, bolts and chains which can be used.
3. Talk about lighting for inside and outside the home.
4. Discuss how to warn children against giving information to strangers.
5. Ask students to tell what types of strangers come to their homes, such as repair persons, salespersons, people conducting questionnaires, people evangelizing for their religions. Discuss the circumstances under which it is safe to let such people into your home.
6. Have each student make a list telling what he does to protect his home when he is going to be away. Have students include what to do about the mail, the newspapers, lighting, putting out the trash, parking cars, caring for pets, and parking cars when they are out of town.
7. Let the students share this list with the class, and make a chart listing general hints for home protection while going away. Allow students to copy this list onto a large poster.

Follow-Up for Individual Tutoring: Talk to the student about what he does at home to prevent accidents. Have him make a tour of each room in his home, noting what potential hazards exist. Especially consider factors which might be dangerous to senior citizens or to young children.
Have the student make a list of each room in his house, noting what repairs or improvements should be made to keep that area safe. Also list hazards which should be corrected in the yard, garage, or porch.

Follow-Up for Literacy or ESL Class: Bring in articles from magazines or from the local newspaper which describe accidents which have occurred in the home. Read about the causes of the accidents, and the injuries which resulted. Talk about what might have been done to prevent such tragedies. Ask students to think about specific precautions which could be taken in their home or school to avoid similar accidents.

Unit: SAFETY

Topic: Fire Safety

Materials:

1. Books and pamphlets on fire safety from the local fire department or public library
2. Sample smoke detector and fire extinguisher

Introductory Lesson for Individual or Class:

1. Put out a variety of books and pamphlets on safety and allow each student to choose one.
2. Give the students time to look through these materials.
3. Have each student make a list telling what to do:
    a. If a fire breaks out in your home or school
    b. If your clothes are on fire
    c. If someone else's clothes are on fire
4. Have students work in pairs to combine the facts that they found. Let them organize this information into a Fire Safety memo.
5. Allow time for each pair of students to share their fact sheets with the class.
6. Keep a master list of all the safety tips mentioned. Type this up and distribute a complete safety guide to each student to share with his family.

Follow-Up for Individual Tutoring: Help the student to plan a fire drill to escape from his home in case of emergency. Have him list each room of the house, and write two possible escape routes: the most efficient way of getting out, and an alternative to use in case that escape is blocked. Encourage the student to share this plan with his family, and to have an actual fire drill. Remind the student that the family should have a designated meeting place outside the home where they would gather.

Follow-Up for Literacy or ESL Class: Bring in a sample smoke detector. Read the information which accompanies the product. Let the students handle the item, "practice test" the alarm and replace the battery. Go over the suggestions for mounting the device. Talk about places where detectors should be installed. Bring in sample fire extinguishers also. Read the instructions attached to each instrument, and make sure that the students understand how to look at the symbols and the written directions. Walk around the building where the class meets locating smoke detectors, fire extinguishers and fire EXIT signs.

SHOPPING

1. Grocery Shopping

a. Complete the Supermarket Questionnaire
b. Make price comparisons: supermarket vs. convenience store
c. Play food advertisement BINGO

2. The Pharmacy

a. Compute savings on sale items
b. Describe prescription drug insurance plans
c. Total multiple purchases, percentages and reductions

3. The Mall

a. Read the floor plan of a mall
b. Alphabetize the list of stores
c. Practice using the floor plan as a map

4. Catalogue Shopping

a. Complete sample mail order forms
b. Find the procedure for returning merchandise
c. Learn to select and order items from a catalogue

Unit: SHOPPING

Topic: Grocery Shopping

Materials:

1. Newspaper circulars from local supermarkets
2. Xeroxed copies of the Supermarket Questionnaire
3. Large paper for BINGO cards, scissors, tape, markers

Introductory Lesson for Individual or Class:

1. Allow each student to choose one supermarket circular
2. Have the students find the location of that chain which is nearest his home.
3. Tell what hours the store is open on week-days, Saturdays, and Sundays.
4. Look through the circular and find the store's coupon policies. Determine which stores advertise acceptance of food stamps.
5. Read the advertisements and name some items which are on sale this week.
6. Have each student cut out the coupons which he might use.
7. Distribute copies of the supermarket questionnaire, and help each student to fill in the answers using his circular.

Follow-Up Lesson for Individual Tutoring: Compare the prices at a large market with the costs of shopping at a small convenience store. Ask the student to write down five standard items which he buys at the store every week. Include the brand name and the exact size of the item. Have him find these items on his receipt from the supermarket. Now, have him go to a small convenience store, and write down the price of each identical item. Compare the costs of the items at both stores.

Follow-Up for Literacy or ESL Class: Use duplicate copies of the same supermarket circular. List the names of 9 products from this flyer on the chalkboard. Have the students find the ad and photo of each of these items and cut it from the circular. Give each student a paper divided into 9 squares. Have each student tape or glue one ad into each space. Place an extra copy of each ad in a basket. Hand out several buttons, coins or chips to each student for use as markers. Play BINGO reading one ad and having the student cover that space with a coin or button. The player to cover three ads in a row is the first winner. Expand this game using 16 ads on the card, or using coupons instead of advertisements in each space on the card, and drawing duplicate coupons from the basket.

SUPERMARKET QUESTIONNAIRE

1. What is the name of the supermarket chain in your circular?

____

2. What is the address of the market closest to your home?

____

3. What hours is this market open:

Weekdays ____________________
Saturdays____________________
Sundays____________________

4. Do they accept food stamps?____________________

5. Name three items which are currently on sale at this market:

Item__________________ Price __________
Item__________________ Price__________
Item__________________ Price__________

6. For how long will these items be on sale?

____

7. Cut out three coupons which you might use and list them below:

Item__________________ Savings__________
Item__________________ Savings__________
Item__________________ Savings__________

8. Does this store have a "Double Coupons" policy?__________

Unit: **SHOPPING**

Topic: Pharmacy Purchases

Materials:

1. Flyers of ads and circulars from a local pharmacy
2. Coupons from local pharmacies

Introductory Lesson for Individual or Class:

1. Go through ads in a pharmacy flyer. Have the students find the regular price of a specific item, and the sale price of that same product.
2. Show the class how to subtract to find the savings:

Shaving cream....	Regular price:	$1.79
	Sale price	-1.49
	Savings	$ .30

3. Do several examples on the board. Then ask each student to make five math problems involving the regular price and sale price of a product. Have students trade papers, and solve the problems written by a classmate.
4. Make a master list which shows this week's savings :

   Cough drops...Save $.64
   Hand lotion.....Save $.40

   Help students to determine which are the best bargains.

Follow-Up for Individual Tutoring: Encourage the student to save his receipts from all purchases of medications. Help the student to find out if his medical coverage includes reimbursement for such costs. Assist the student in determining his deductible, and his maximum coverage. Help the student to fill out a Major Medical form, or direct him to a Blue Shield office which might offer this service.

Follow-Up for Literacy or ESL Class: Focus on buying in quantity. Look through pharmacy ads, and identify products which are sold in quantity. Show how to use the process of division: "If an item is listed at 2 for $5...how much will you pay for each item?" Then subtract from the regular price to compute the savings. Repeat this process with products listed as 4 for $5, or 2 for $3. Have students try to evaluate when this is a worthwhile purchase. Is this really a bargain, or does she not really need three of this item? More capable students may be challenged to work out percentage problems involving items which are listed as 25% off, or 33% off. Have students figure the price of individual products which are advertised in the 1/2 price sale.

Unit: SHOPPING

Topic: The Mall

Materials:

1. Floor plan of the local mall
2. Index cards

Introductory Lesson for Individual or Class:

1. Distribute copies of the floor plan of a nearby mall.
2. Ask the students how they get to the mall,and have them show the entrances which they use when they arrive by bus or by car.
3. Identify major stores and restaurants.
4. Have the students brainstorm a list of reasons to go to the mall. Ask each student to name three things which can be purchased at the mall, writing one item on each of three index cards. Collect the cards and put into a pile.
5. Pick one card, and read the item aloud.

   Kids' jeans

   Ask which stores in the mall carry that item. Locate those stores on the mall map.
6. Repeat with more items: shoes, records and tapes, cards, etc.
7. Have the students locate the Fire Exits, Rest Rooms and Phones and Information Booth in this mall.

Follow-Up for Individual Tutoring: Make a list of all of the stores which are in the local mall. Take an index card for each store and write the name of one store on each card. Talk about which stores the student has patronized, and which stores he has not visited. Spread out the cards on the table, and collect them in alphabetical order.

Follow-Up for Literacy or ESL Class: Talk about how to get around in the mall. Use the mall floor plan as a map. Let the students take turns asking questions:

If you come out of Sears, which way do you turn to get to Mac Donald's?

If you are standing in the entrance to Hallmark, which store is across the corridor?

If you are in J.C. Penney's, is the Housewares Department upstairs or on the ground floor?

If you come out of Orange Julius, which store is on your right?

Have a round robin in which the student who answers one question gets to ask the next question.

Unit: SHOPPING

Topic: Catalogue Shopping

Materials:

1 Xeroxed copies of one page from a catalogue
2. Xeroxed copies of order form page from the same catalogue
3. A variety of sample mail order catalogues

Introductory Lesson for Individual or Class:

1. Hand out the copies of a page from a catalogue.
2. Identify items shown in the picture, and help students to locate the relevant information. Distribute markers and have the students find one article which is on the page. Ask them to highlight the :

    Page Number
    Stock Number
    Name of the Item
    Desired color
    Desired size
    Price of the item

3. Now give out the sample order pages, and help the students to fill in name and address, ordering information, sales tax, and the shipping charge.
4. Total this order and discuss methods of payment using check, money order or credit card.
5. Complete the same order together as a group.

Follow-Up for Individual Tutoring: Talk to the student about returning an item which has been ordered by mail. Help the student to write a note to the store indicating what he is sending back and the reason for the return. Assist him in clarifying whether he wishes to exchange the item or obtain a refund. Discuss methods of mailing the item back at the post office or through a parcel service.

Follow-Up for Literacy or ESL Class: Allow students to choose actual catalogues from a display of samples. Have each student select two items from that catalogue which he will pretend to order. Assist the student in filling out all appropriate information, especially the details of sizes and colors if clothing is being ordered. Show him the page of the catalogue which gives information on sizes and measurements. Have him compute all charges, and total the cost of the order. Let each student trade with a classmate and proof-read each other's orders for accuracy.

SIGNS

1. Signs on buildings

- a. Identify photos of local buildings; write their locations
- b. Completion exercises using names of local businesses
- c. Match flash cards of buildings with cards of street names

2. Street Signs

- a. Review large street sign flash cards
- b. Match route numbers with corresponding streets
- c. Play "Street Name" BINGO

3. Traffic Signs: Symbols

- a. Make a Traffic Symbol lotto game
- b. Describe the signs at a dangerous intersection; suggest changes
- c. Discuss possible traffic violations

4. Traffic Signs: Words

- a. Make a Concentration game of traffic sign words
- b. List all the traffic signs in a specific block
- c. Compile a list of traffic signs; note variations; categorize

5. Automobile Signs

- a. Read signs on diagrams of auto instrument panels
- b. Compare gasoline prices; read instructions on self-serve pumps
- c. Collect messages and slogans on bumper stickers

Unit: SIGNS

Topic: Signs on Buildings

Materials:

1. Twelve photos of buildings in a local town such as the hospital, bank, drug store, restaurant, or department store
2. White and colored index cards (3" x 5")
3. Report cover

Introductory Lesson for Individual or Class:

1. Show photos of buildings in the immediate neighborhood.
2. Have students identify each building and ask:

   Where is the building located?
   What is it near?
   How would you get there from class?

4. Allow each student to choose a photo. Have him take an index card and write a sentence which names the building and tells where it is located, such as:

   ""The Thrifty Drug Store is on Broad Street."

5. Tape the photo and card to a piece of paper, and place completed pages in a report cover making a booklet of buildings in the vicinity of the class.
6. Let students take turns reading the book independently or with a tutor.

Follow-up for Individual Tutoring: Have the student dictate a list of the places which she visits frequently. Write the correct street name next to each business, using the phone book to look up addresses when necessary. Make a page of completion exercises using this information:

The ______________ Drug Store is on Walnut Avenue.
The ______________ Bank is on Wedgewood Drive.
The ______________ Donut Shop is on Main Street .

Help the student to fill in the blanks, spelling the names of the businesses correctly.

Follow up for Literacy or ESL Class: Give each student two index cards, one white and one yellow. Have each student write the name of a building on the white card, and the name of its street on the yellow card. Collect all of the cards, and hand them out randomly. Have one student read the name of a building from a white card. Ask who has a yellow card with the street for that building. Repeat the activity, naming other buildings in the immediate area. Students could work in pairs or small groups to match the cards.

Unit: SIGNS

Topic: Street Signs

Materials:

1. 16 pieces of oaktag cut into 3" X 8" rectangles
2. Xeroxed copies of Bingo board with 16 empty squares
3. Coins or chips to be used as markers
4. Local map for reference

Introductory Lesson for Individual or Class:

1. Go around the room, asking students to name some streets in the vicinity of the class.
2. List 16 streets on the board, noting the correct spelling and explaining the use of capitalization.
3. Compare the street names to see:
   Which name is the longest?
   Which is the shortest?
   Which is the easiest to spell?
4. Copy the street names on the pieces of oaktag , and teach them as sight words. Review the flash cards.
5. Hand out the cards randomly.
6. Collect street sign cards in alphabetical order.
   Does anyone have a street which begins with "A"?
   Do we have a street which starts with "B"? etc.
7. Allow students to check a local map to locate any streets with which they are unfamiliar.

Follow-Up for Individual Tutoring: Examine a local road map. Make a list of route numbers and corresponding street names:

Center Street-------------Route 512
Linden Street-------------Route 191

Make two sets of flash cards and match the street names with the route numbers.

Follow-Up for Literacy or ESL Class: Hand out copies of blank BINGO cards. Show one street name flash card at a time, and have each student write that name in any box on the card. Make a sample BINGO card on the chalkboard. Continue until all boxes are filled with street names. Now, place the flash cards in a bag and ask a student to pull out a card and read its name. Have students cover that space with a marker or coin. Let another student choose next. Continue until someone has four streets in a row horizontally, vertically or diagonally. Trade cards, and play again.

Unit: SIGNS

Topic: Traffic Signs: Symbols

Materials:

1. Xeroxed copies of "Signs with Symbols" sample page
2. Scissors and glue sticks or double stick tape
3. Xeroxed copies of page with eight boxes
4. Markers : pennies, bingo markers, or poker chips

Introductory Lesson for Individual or Class:

1. Distribute copies of Signs with Symbols.
2. Have students identify each sign and tell its meaning.
3. Give out the page with eight empty boxes.
4. Have students cut out the signs, and glue or tape one sign into each box.
5. Keep one set of signs as flash cards, and tape them to index cards. Review them as flash cards, then place them in a bag.
7. Play lotto as follows: Have a student pick an index card from the bag and identify the sign; students each cover that sign on their pages with bingo markers; pass bag along and next student chooses a card, etc. until someone covers four signs in a row.
8. Students can trade cards and play the game again.

Follow-up for Individual Tutoring: Go over the pile of flash cards and ask the student to tell you a location where he has seen each sign. Ask him to identify the most dangerous intersection in his immediate area. Have him tell what changes could be made to make the intersection safer for drivers and pedestrians. Help the student write a sample letter to the editor of the local paper describing his suggestions.

Follow-up for Literacy or ESL Class: Make up sentences about fictitious drivers and ask the students to identify their mistakes. For example:

> José Ramon got a ticket for making a U-Turn on Main Street.
> Which sign did he disobey?
> Marianne Jones got a ticket for parking in front of the post offic
> Which sign did she disobey?
> Tran Phan got a ticket for making a right turn.
> Which sign did he disobey?

Have each student write three traffic mistake questions on a paper, leaving space for an answer. Let students trade papers, and write in the answers. Read these out loud (anonymously) and ask the class if they agree with the answer which was written.

Unit: SIGNS

Topic: Traffic Signs: Words

Materials:

1. Xeroxed copies of sample sheet of Traffic Signs: Words
2. Index cards (3" X 5") and construction paper (12" X 18")
3. Scissors and double stick tape

Introductory Lesson for Individual or Class:

1. Copy each of the traffic signs onto a large sheet of construction paper.
2. Have the students read the words and explain the meaning of the sign.
3. Hold up one sign at a time, and ask the students where they have seen this sign.
4. Give each student a sheet of Xeroxed small signs, and have him cut apart the 18 sections.
5. Let each student cut 9 index cards in half, and tape one sign onto each small card.
6. Have the students work in pairs, going through this deck of cards as flash cards, reading each sign. Then, ask them to spread out two decks of sign cards face down on the table.
7. Mix them up, and play a game of "Concentration": The first student turns over two cards; if they match, she keeps the pair; if they do not match, she turns them face down again. The next student continues in the same manner. When a student gets a match, she keeps that pair and gets another turn. When the cards do not match, the next person takes a turn. Continue until all cards are matched. The student with the most pairs is the winner.

Follow-up for Individual Tutoring: Take the student for a walk around the block. Look for all of the traffic signs in the immediate area. Carry a notebook and make a list of all the different signs. Come back to the classroom and read the list, finding the corresponding cards from the student's deck of traffic sign cards.

Follow-up for Literacy or ESL Class: Give a homework assignment for students to list as many different signs as they can find over the next week. Bring lists in to class to share. Make a large master list on the board of all the sign variations in each category: parking signs, turning signs, warnings. These could also be listed on a poster.

Unit: **SIGNS**

Topic: Automobile Signs

Materials:

1. Automobile owners guide or manual
2. Xeroxed copies of the diagram of an instrument panel

Introductory Lesson for Individual or Class:

1. Hand out copies of the instrument panel diagram and allow students time to try to read the words.
2. Do an exercise involving following directions by asking students to:

   Circle the words which say: Parking brake release.
   Underline the words which say: Turn signal lever. etc.
3. Define words found on the cluser of dials:

Odometer	Fuel gauge	Engine coolant temperature
Tachometer	Speedometer	Gearshift indicator
4. Now have students dictate a series of True/False statements based on this automobile vocabulary. Write a sentence on the board and have a student come up and write T for True or F for False. Continue with further examples.

   The speedometer tells how many miles you went. F
   The fuel gauge tells how much gas is in the tank. T

Follow-Up for Individual Tutoring: Take the student to a variety of gas stations. Have her make a chart listing the price of:

	Unleaded Regular	Super Regular	Supreme
Amoco			
Gulf			
Texaco			

Be sure to compare all "Full Serve" or all "Self-Serve" prices. Read the directions on the pumps for "Self-Service" pumps. Put any unfamiliar words on flash cards to review as sight vocabulary.

Follow-Up for Literacy or ESL Class: Go to a nearby parking lot and have a treasure hunt for bumper stickers. Have each student carry a notebook and record at least three bumper sticker messages. Come back to class and copy these on index cards. Help the students to read the messages to the class, and give their reactions to the messages; which do they find amusing, informative, unkind or inappropriate. Divide the cards into categories such as : Sticker messages which are humorous; religious; moralisitic, athletic or academic. Have students collect more bumper sticker messages for homework and add to the class collection.

TRANSPORTATION

1. Bus Schedules: Identify Routes

a. Compare different bus routes
b. Discuss experiences with transfers and connections
c. Read the fine print regarding special fares and discounts

2. Bus Schedules: Read Time Charts

a. Identify starting points and destinations; highlight schedules
b. Estimate connections and predict arrival times
c. Mini-math: compute savings using various multi-trip passes

3. Travel Out of Town

a. Compare travel to a specific destination by train, bus and car
b. Devise an itinerary for a trip to another city
c. Describe an out-of-town trip

4. Emergency Transportation

a. Discuss 911 and make phone stickers of emergency numbers
b. Locate nearest health care facilities and discuss transportation
c. Role play emergency situations

Unit: **TRANSPORTATION**

Topic: Bus Schedules: Identify routes

Materials:

1. A variety of different bus schedules from your area
2. A large road map of your area
3. Highlighters or yellow markers

Introductory Lesson for Individual or Class:

1. Distribute a different local bus schedule to each member of the class.
2. Help each student to read the bus line and major points of service indicated on the schedule.
3. Look at the diagram of the map on the schedule and identify the route which that bus travels.
4. Ask questions: Who has the route that goes to the mall? Which route stops at Center Square? etc.
5. Help students to identify which route stops at which locations.
6. Compare the small map on the bus schedule to the large local map. Have a student draw the bus route in highlighter marker onto the local map as other students read out directions. (Eg: Student # 1 says: Start at the corner of Broad and Main, go north three blocks, turn right onto Pine Ave. Student #2 continues: Go east on Pine street to the hospital, and turn left on Third St. etc.)

   Continue with different students giving directions until the route has been traced onto the big map.

Follow-up for Individual Tutoring: Have the student describe experiences he has had with bus transportation. Ask which local buses he uses regularly. Have the student trace different bus routes on a local map using different colored markers. Discuss transfers, and compare routes to show how connections are made from one line to another.

Follow-up for Literacy or ESL Class: Explore the fine print! Have students look for the following: What are the fares? Is exact change required? During what hours are the fares reduced? Are there senior citizen discounts? Can children under 5 ride free? What is the fare for disabled persons? Are there arrangements for disabled persons who cannot use the regular transit system? List this info on a large poster board chart for the class. Help eligible students to apply for a special senior citizen or disabled citizen identification card.

Unit: **TRANSPORTATION**

Topic: Bus Schedules: Read Time Charts

Materials:

1. Identical copies of the same bus schedule: one for each student
2. Highlighter or yellow markers

Introductory Lesson for Individual or Class:

1. Distribute copies of the same bus schedule to each student.
2. Identify the Weekday section, Saturday listing, and Sunday/Holiday chart.
3. Discuss reasons for changes in the schedule on different days.
4. Choose a starting point and help students to read down to see the different times that they can get on at that stop.
5. Choose a destination, and have students tell at what times they could arrive at that location.
6. Choose a starting point and a time. Have students highlight a straight line across. Ask questions:
   If I get on at 7:15 at Broad St., what time do I get to Main St.?
   When does it stop at High St.? Where is the last stop?
7. Now, work backwards from a destination:
   If I want to get to the Mall at 11:00 am, when would I leave Main St.?

   Continue with further examples.

Follow-up for Individual Tutoring: Help the student to make connections between different bus lines. Spread out the schedules for two routes which must be used to get to a certain destination. Practice making connections from a starting time: If you leave home at 7:00 am and take these two busses, what time will you make your transfer, and what time will you arrive at the hospital? Now make connections by looking at an arrival time: If you have to be at the hospital by 8:00 am, what time will you make your transfer, and what time will you have to leave home?

Follow-up for Literacy or ESL Class: Explore the section on Tickets and Passes, trying to determine the least expensive way to purchase tickets. Use math skills to find the cost per ride of a 10-ride ticket, 40 -ride ticket, or monthly pass. Discuss how often one would have to use the bus to make this a good buy. Read instructions for purchase of multi-ride tickets, and locations at which they are sold. Ask students if they have ever received coupons in the mail for reduced fare bus passes. Does the company offer any special promotions such as a free ride on your birthday?

Unit: TRANSPORTATION

Topic: Travel Out of Town

Materials:

1. Map of your state and adjacent states
2. Bus, train and plane schedules to major cities of your geographic region
3. Highlighter markers

Introductory Lesson for Individual or Class:

1. Divide students into small groups.
2. Give each group the name of a major city, such as New York, Philadelphia, Boston, or Washington.
3. Have students figure out how they would travel by car to this destination:
    a. Draw the route on the map
    b. List written directions of route numbers to be taken
    c. Estimate the mileage, rest stops and driving time
4. Give out bus, train and plane schedules and have the group tell how they would get to this city if they could not travel by car.
5. Compare times, connections and costs of making the same trip by bus, train, or plane.
6. Let each group give an oral presentation of how to get from their town to the city by car, bus, train, or plane.

Follow-up for Individual Tutoring: Have the student give the location of a friend or relative who lives out of town. Discuss possible modes of transportation to this location. Take the student to the bus station, train station, or airport. Help him to acquire information and transportation schedules. Assist the student in writing up an itinerary of how he might visit this city. Make a list of costs and considerations involved if the trip were to be taken.

Follow-up for Literacy or ESL Class: Have each student describe an out-of-town trip which he has taken by answering the following questions: Where did you go? Why did you go there? How did you get there? What went wrong on the trip? What went well on the trip? How did it all turn out? What changes would you make if you went there again? Capable students may write the answers to the questions. Non-readers can dictate answers to a tutor who writes them down. This composition could be used for further language activities in an experience story format.

Unit: TRANSPORTATION

Title: Emergency Transportation

Materials:

1. Copies of the local phone book
2. Self-stick labels
3. Local map

Introductory Lesson for Individual or Class

1. Look up local ambulance and rescue squad information in the phone book and discuss use of 911 or local emergency numbers.
2. Have students write appropriate emergency numbers on a sticker to be placed on his phone at home.
3. Use a local map and have students identify the nearest hospital, clinic, dental care facility, mental health facility, and rehab center.
4. Draw route of how they would walk to those places, or how they would get there by car, bus, taxi, or subway.

Follow-up for Individual Tutoring: Have the student list three health facilities which he visits regularly. Give her a large index card for each place. Help the student to write the name of the clinic or doctor's office on the top of the card. Use the phone book to look up exact address and phone numbers, and write these on the card. Then have the student describe how she travels to that office. Check the map to see if that is the most direct route. Consult bus schedules to see which routes serve that location. Have the student write appropriate travel directions on the back of each card.

Follow-up for Literacy or ESL Class: Make a pile of index cards which tell of an emergency situation, such as: "You have fallen and hurt your leg." "Your child has been burned." "You have broken your glasses." "Your elderly uncle has fallen and injured his hip." "You have a toothache." etc. Role play making a phone call to obtain transportation.

What facility do you need to visit?
How quickly do you need to get there?
Do you need an ambulance, or can you travel by bus or by car?
What number will you call?

Role play phone conversations in which the student calls for help and the teacher plays the part of the rescue squad, friend, relative, or taxi service. Discuss how to give accurate directions to your own home if you needed to call the ambulance or rescue squad.

PART IV

FOCUS ON

HOLIDAYS AND OBSERVANCES

HOLIDAYS AND OBSERVANCES:

January - February

1. **Black History Month: January**
    a. Read a chronology of events in Black history; give oral reports
    b. Write a report on the life of a Black leader
    c. Define vocabulary and terms
2. **New Year's Day: January 1**
    a. Types of resolutions: categories and examples
    b. Describe and write about areas of change
    c. Record resolutions and seal in an envelope to open later
3. **Martin Luther King Day: January-3rd Monday**
    a. Research events in his life and make a time line
    b. Do a book report on a biography of King
    c. Read and discuss the "I Have a Dream" speech

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4. **Women's History Month: February**
    a. Identify events in women's suffrage; read the19th Ammendment
    b. Discuss the Women's Liberation movement
    c. Debate pros and cons of the ERA
5. **Lincoln's Birthday: February 12**
    a. Find dates on Lincoln pennies; represent quantities on bar graph
    b. Library research on the life of Lincoln; dicatate report
    c. Civil War: pictures, maps and charts
6. **Valentine's Day: February 14**
    a. Explore the legends and symbols of Valentine's Day
    b. Visit a card store; note organization and display of Valentines
    c. Classify cards into categories
7. **Washington's Birthday: February 22**
    a. Guess the year of Washington's birth; make a time line of events
    b. Compare portraits of Washington
    c. Identify the Washington Memorial; President's Day activities

Unit: HOLIDAYS AND OBSERVANCES

Topic: Black History Month: January

Materials:

1. Xeroxed copies of the attached outline of Events in Black History
2. Books of information about Black History

Introductory Lesson for Individual or Class:

1. Have students brainstorm a list of important events in Black Histor
2. Hand out copies of the Events in Black History list, and read through this together. Check off the events which were mentioned by members of the class.
3. Let each student choose one event and work independently or with a tutor to find descriptive information. Provide books about Black History and/or make encyclopedias available for this search. Help each student to write a brief description of the event which he has chosen.
4. Invite each student to give a brief oral report to the class, telling the facts about his event, and showing any charts, maps or pictures which he has located on the subject.
5. Compile the written reports and copies of any related visual aids into a booklet on Black History.

Follow-Up for Individual Tutoring: Go through the list of events in Black History and have the student choose one person about whom he would like to learn more. Take the student to the library and help him to select a biography of that individual which is written on an appropriate reading level. Short books with controlled vocabulary can be located in the non-fiction section of the Children's Room. Help the student to make a list of preview questions before reading each chapter. Then assist him in writing a summary of each chapter as it is completed. Compile the summaries into a book report.

Follow-up for Literacy or ESL Class: Have students brainstorm a list of vocabulary and terms which appear in their readings on Black History. Sample words might be:

integration
affirmative action
prejudice
segregation
sit-in
boycott

Give out a variety of dictionaries and define the terms on the list. A similar exercise might be completed using terms such as: NAACP, Black Muslims, National Urban League, Underground Railway, Jim Crow laws, etc.

Events in Black History

1619: Africans arrived in Jamestown

1791: The Bill of Rights was adopted
1793: The cotton gin was invented by Eli Whitney

1800: A slave revolt was lead by Gabriel Prosser and Jack Bowler in VA
1822: A slave revolt was lead by Denmark Vesey in South Carolina
1831: A slave revolt was lead by Nat Turner in Virginia
1847: The North Star was published by Frederick Douglass
1849: Harriet Tubman began leading slaves to freedom
1851: Uncle Tom's Cabin was published
1857: The Dred Scott case was decided by the Supreme Court
1859: Harper's Ferry was raided by John Brown
1863: The Emancipation Proclamation
1865: The Thirteenth Ammendment ended slavery
1870: Hiram Revels became the first African American Senator
1875: The first Civil Rights law was passed
1881: The Tuskegee Institite was founded by Booker T. Washington

1905: The Niagara Movement began
1909: Matthew Henson reached the North Pole
1910: The NAACP was formed
1911: The National Urban League was organized
1920: The Harlem Renaissance began
1928: Oscar de Priest became the first African American Congressman
1941: The Fair Employment Practices Committee was established
1947: Jackie Robinson became a major league baseball player
1954: The Supreme Court ruled against segregation in the public schools
1955: Bus segregation was defied by Rosa Parks in Montgomery, AL
1963: Martin Luther King, Jr. made the "I Have a Dream" speech
1965: Racial riots began in Watts, Detroit and other American cities
1968: Martin Luther King, Jr. was assassinated
1988: Jesse Jackson sought nomination for president

Unit: HOLIDAYS AND OBSERVANCES: JANUARY-FEBRUARY

Topic: New Year's Day

Materials:

1. Journals or notebook paper
2. Index cards and envelopes

Introductory Lesson for Individual or Class:

1. Discuss the celebration of New Year's Eve and compare how different people like to spend the evening.
2. Talk about the New Year as a new beginning.
3. Introduce the word "resolution" and discuss the concept of making a promise or commitment.
4. Brainstorm a list of possible resolutions.
5. Categorize this list into resolutions people make to:
    A. Improve their health or safety
    B. Change their educational level or job status
    C. Improve relationships with family or friends
    D. Strengthen religious beliefs
6. Note which types of resolutions involve "Giving up" a bad habit and which involve "Taking up" a more positive action.
7. Talk about ways people tend to try to keep to their resolutions.

Follow-up for Individual Tutoring: Have the student list the areas in which he would most like to change. Take one area at a time, and ask him to write a sentence stating a resolution in this area. Now, have him write a paragraph telling how he might carry out this resolution. If the student has difficulty writing, have him dictate the resolutions while the tutor records them. The student can then copy them down using an experience story approach.

Follow-up for Literacy or ESL Class: Give each student three index cards and an envelope. Have them write one New Year's Resolution on each card. Each student should seal his resolutions in an envelope, and write his name on the front. Keep the envelopes sealed, and give them back to the students at their last class of the school year, and ask them to see which resolutions they have kept, and which they have not. At that time, they may want to write in their journals about areas in which they have changed, and areas in which they would still like to improve. They may wish to list actions they could take to bring about the changes that they would like to make.

Unit: HOLIDAYS AND OBSERVANCES: JANUARY-FEBRUARY

Topic: Martin Luther King Day

Materials:

1. Books from the library about Martin Luther King... Biographies from Children's Section with controlled vocabulary may be most helpful
2. Copies of the "I Have a Dream" speech

Introductory Lesson for Individual or Class:

1. Preview: Ask students what facts they already know about Martin Luther King, Jr. and clarify as necessary.
2. Distribute books about King, and have the students look through them, focusing first on titles, chapter headings, pictures and captions.
3. Ask each student to find one important fact about Dr. King, and record the date of this event.
4. Have each student write his date in large numerals on a piece of notebook paper. Ask him to write the pertinent fact underneath the date. Examples might be:

1955	1964
Alabama bus boycott	Nobel Peace Prize

5. Students may line up to form a "time line" of events in the life of Martin Luther King.
6. Copy the dates and events in order on the board to review these important facts.

Follow-up for Individual Tutoring: For the non-reader: Read a brief biography of Martin Luther King to the student. Stop frequently to ask comprehension questions. Have the student give a book review by dictating what he has learned on a tape. For beginning and intermediate readers: Have the student read a biography on an appropriate reading level and write a brief book report.

Follow-up for Literacy or ESL Class: Distribute copies of the "I Have a Dream" speech. If time and attention spans permit, read the speech out loud and have the students follow along. An alternative plan is to highlight pertinent paragraphs and limit reading and discussion to the selected pieces. Discuss changes which have occurred as a result of King's efforts, and ask students what changes they would like to see now.

Unit: HOLIDAYS AND OBSERVANCES: FEBRUARY

Topic: Women's History Month: February

Materials:

1. Books and articles about Women's History and biographies of women who influenced the suffrage movement
2. Information about the Equal Rights Ammendment

Introductory Lesson for Individual or Class:

1. Preview what the students may have heard on the television or read in the paper about Women's History Month.
2. Write the words suffrage and suffragette on the chalkboard. Have students look these up in the dictionary and write the definitions in their journals.
3. Hand out books and articles which explain how women won the right to vote; include biographies of important members of the suffrage movement. Give students time to look through these materials. Then have each student take an index card and write down one important date and fact which occurred in the suffrage movement. Discuss the participation of Lucretia Mott, Elizabeth Cady Stanton, Virginia Minor and Susan B. Anthony.
4. Arrange the cards in order to form a time line of events which led to the passage of the 19th Ammendment in 1920.
5. Have students copy the ammendment into their journals and write a brief essay on why it is important for women to have the right to vote.

Follow-Up for Individual Tutoring: Bring in some articles relating to the Women's Liberation Movement of the 1960's. Discuss issues of education and employment for women. What progress has occurred in the past thirty years? What changes are women currently trying to effect? Help the student to research the options for child care in your area, and to find out how the local politicians are addressing this issue. List ways that child care affects a woman's opportunities for jobs and education.

Follow-Up for Literacy or ESL Class: Have a student copy the text of the Equal Rights Ammendment on a poster. Divide students into two groups and hand out books which contain information on the ammendment. Have one group make a poster of the reasons cited **FOR** the passage of the ERA. Ask the other group to make a poster of reasons **AGAINST** the passage. Hold a classroom debate on the pros and cons of the ERA. Note which states passed the ammendment by June, 1982 and which did not.

Unit: HOLIDAYS AND OBSERVANCES: JANUARY-FEBRUARY

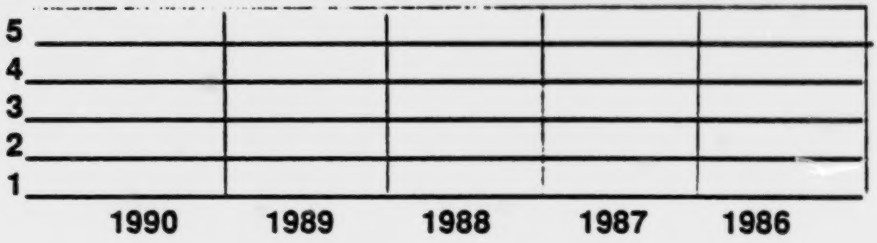
Topic: Lincoln's Birthday

Materials:

1. Books from the library about Abraham Lincoln
2. Jar of pennies
3. Xeroxed copies of map of U.S.A

Introductory Lesson for Individual or Class:

1. Show the students a $5.00 bill and ask whose picture is on it.
2. Identify Abraham Lincoln, the 16th President.
3. Ask students what they know about Lincoln and discuss. Note that his birthday was February 12.
4. Give several pennies to each student. Identify the portrait of Lincoln and the Lincoln Memorial. Look for the date on each coin. Provide a magnifying glass for those who need visual help.
5. Go around the room and ask the dates on the Lincoln pennies Tally the number of coins for each year. Make a bar graph to represent the number of coins for each year .



Follow-Up for Individual Tutoring: Accompany the student to the library and help him to select a biography of Lincoln in the card catalogue. Go to the appropriate section and locate the book. Biographies from the Children's Room may be best suited to the low-level reader. The tutor can read the book aloud to the student and have him dictate a book report. Or, the tutor can assist the student in reading a chapter at a time and writing a brief summary.

Follow-Up for Literacy or ESL Class: Distribute a variety of books about Abraham Lincoln. Allow time for the students to look through them individually or in pairs. Have each student show one picture, map or chart from his book. Briefly discuss the Civil War. List the Northern States and the Southern States. Give out copies of U.S. maps. Have students color in all of the Union States red; all of the Confederate states blue. Leave blank all states which were not yet part of the country.

Unit: HOLIDAYS AND OBSERVANCES: JANUARY-FEBRUARY

Topic: Valentine's Day

Materials:

1. A box of used valentines
2. Books about holidays which include sections on Valentine's Day.

Introductory Lesson for Individual or Class:

1. Have the students brainstorm a list of symbols associated with Valentine's Day:
   - hearts
   - cupids
   - flowers
   - bow & arrow
   - heart pierced by arrow
   - pairs of birds
2. Distribute books about holidays and help students to find the section about Valentine's Day.
3. Let students work in pairs (tutor-student, or student-student) to try to find out:
   - Who was St. Valentine?
   - How did the tradition of sending cards begin?
   - What do the symbols stand for?
4. Let each student tell the class one thing that he found out about the holiday.
5. Make a list of these facts on a large chart.

Follow-Up for Individual Tutoring: Make a list of different categories of cards such as those for: Mother, Father, Son, Daughter, Grandparent, Uncle, Aunt, Niece, Nephew. Write these words on flash cards and teach them as sight word vocabulary. Accompany the student to a store at which cards are sold and help him to choose appropriate valentines for several people. Help him to write a message, sign the cards, address them and apply postage.

Follow-Up for Literacy or ESL Class: Pass out a box of used children's valentines. Let each student choose several cards. Assist the students in reading the messages on the cards. Classify the cards making piles of: Garfield Valentines, Snoopy Valentines, Dinosaur Valentines etc. Now, shuffle the cards, and hand them out again. This time, sort them into two piles: Cards with a rhyme or cards with a plain verse.....or.....Cards with a joke or riddle and cards with a message. Continue to divide them into different categories. Notice how many attributes a card might have: "It is a Ziggy card. The message is a riddle. The verse rhymes." Bring in a valentine for each student along with a small favor such as a candy or pencil. Consider having a special snack during break time.

Unit: HOLIDAYS AND OBSERVANCES: JANUARY-FEBRUARY

Topic: George Washington

Materials:

1. Index cards
2. Books about George Washington

Introductory Lesson for Individual or Class:

1. Hand out index cards and have the students write the year when they think that Washington was born. Ask students to sign their names, and put the cards in a box.
2. Record the guesses without the names, and save the card which comes closest to the year 1732. You may wish to give a prize to the person whose guess was the closest.
3. Now distribute books about George Washington and have each student find out one important event in his life and the year in which it happened.
4. Instruct the students to write the year in large numerals on the ront of a sheet of notebook paper. On the back of the paper, they should name the event.

Front	Back
1754	Fights in French and Indian War
1759	Marries Martha Custis
1761	Inherits Mount Vernon

5. Form a Time Line of events in the life of Washington. Have one student come up and tell his date and event. Ask another student to come up and place himself in line before or after the first student. Proceed until the students have arranged themselves in chronological order.

Follow-Up for Individual Tutoring: Look at portraits of Washington. Go through books about Presidents, books about the Revolutionary War, and art books to find portraits of George Washington. Also find paintings such as Washington Crossing the Delaware. Locate photos of coins, medals, maps and documents of this time. Discuss these visual interpretations and what they tell about Washington and his life.

Follow-Up for Literacy or ESL Class: Have students think of ways we remember George Washington. Bring in pictures of the Washington Memorial and notice coins and currency on which his portrait appears. Discuss how Presidents' Day is celebrated in your area. Are the presidents really honored in some way, or is the holiday merely an excuse for department store sales and a long week-end? Discuss student opinions.

HOLIDAYS AND OBSERVANCES:

March - April

1. St. Patrick's Day: March 17

a. Discuss preview questions: look up info about legends and symbols
b. Read and try out Irish recipes
c. Brainstorm a list of symbols and play St. Patrick's Day LOTTO

2. Passover

a. Learn historical facts about Passover and symbolism of Seder meal
b. Read about the rituals and celebrations of Jewish families
c. Note the other Spring holidays of Tu b'Shevat and Purim

3. Easter

a. Make crossword puzzles using Easter words
b. Compare and contrast paintings of The Last Supper
c. Explore Easter customs in foreign countries

Unit: HOLIDAYS AND OBSERVANCES: March - April

Topic: St. Patrick's Day

Materials:

1. Books about St. Patrick's Day
2. Xeroxed copies of blank BINGO cards

Introductory Lesson for Individual or Class:

1. Have the class brainstorm a list of questions about St. Patrick, and list these on the board.
2. Read a brief biography of St. Patrick from a book about holidays or from an encyclopedia.
3. See which questions were answered. Look up any information which is still needed to answer the questions.
4. Locate Ireland on the map and show its proximity to Scotland, England and Wales.
5. Discuss ways in which St. Patrick's Day is celebrated in your community. Compare to the parades and celebrations which are held in New York City.
6. Ask students if anyone can tell the legend of St. Patrick and the serpents. Add to what the students know by reading this story to the class.

Follow-Up for Individual Tutoring: Read the food section of the newsaper during the week of St. Patrick's Day. Notice Irish recipes that are suggested. Ask the student to use these recipes to plan a menu of a typically Irish meal. Have him cut out or copy any recipes which he would need to prepare a St. Patrick's Day meal. Encourage him to prepare these Irish dishes for his friends or family.

Follow-Up for Literacy or ESL Class: Brainstorm a list of words about St. Patrick's Day and its symbols:

Shamrock
Serpents
Ireland
Shillelagh
Potatoes
St. Patrick
Harp
Green
Leprechaun
Top Hat

Distribute sheets of typing paper and divide into an appropriate number of boxes. Have the students put one word in each section. Play lotto, calling out one word at a time and having students cover that box with a penny. Continue until someone has covered a whole line of words. Remove the coins or markers and play again.

Unit: HOLIDAYS AND OBSERVANCES: March-April

Topic: Passover

Materials:

1. Books about Passover
2. Newspaper articles about celebrations of Passover and other Jewish holidays which occur in the Spring

Introductory Lesson for Individual or Class:

1. Ask students what they know about the Jewish festival of Passover. Show a copy of the Haggadah, which tells the story of the exodus and explains the religious and historical meaning of passover. Read aloud a story about Passover to give further understanding of the meaning of this holiday.
2. Discuss the Passover Seder meal, defining the symbolism of:
   Matzoh
   Roasted shankbone
   Roasted egg
   Bitter herbs
   Haroset
   Parsley and saltwater
3. Talk about the meanings of the four cups of wine.
4. Invite students to tell how they celebrate Passover, or how they once attended a Passover dinner with a Jewish friend. Allow time for questions from those who have never experienced this celebration.

Follow-Up for Individual Tutoring: Watch the local paper for articles about Jewish services in your area. Try to find an article which tells how families prepare for the holiday by removing all leavened cakes and breads from the house. Note the tradition of reserving special cookware, dishes and flatware for this occasion. Discuss the rituals that are observed, and the parts played by different members of the family.

Follow-Up for Literacy or ESL Class: Introduce the two other Jewish holidays which take place in the Spring and locate them on a current calendar:

1. Tu b'Shevat. The New Year for Trees : Discuss the symbolism of the Tree of Life in the Jewish faith. Read about the customs associated with this holiday. Talk about how it is a type of Arbor Day in Israel on which Israeli children plant trees and celebrate with singing, dancing and other festivities.

2. Purim. The feast of Lots: Discuss the reading of the megillah, and the celebration with noisemakers and collection of coins. Read about the custom of giving fruits, candy and cookies to the poor, and to a friend.

Unit: HOLIDAYS AND OBSERVANCES: March - April

Topic: Easter

Materials:

1. Books about Easter, its customs, symbols and celebrations
2. Art history books
3. Graph paper with large squares

Introductory Lesson for Individual or Class:

1. Invite a student who celebrates Easter to explain the religious significance of the holiday.
2. Find the date of Easter on the calendar and name the other important days, locating the dates of:

   Shrove Tuesday
   Ash Wednesday
   Palm Sunday
   Maundy Thursday
   Good Friday
   Holy Saturday

   Allow students to tell the meanings of these days.
3. Now ask students to genrate a list of Easter symbols such as:

   Eggs Baskets Rabbits Flowers Lambs

4. Look up the background of these symbols in a holiday book.
5. Have each student make up a crossword puzzle using Easter words. He should outline the boxes on graph paper and write out the clues for each word. Students may work in pairs, or work with a tutor to create their puzzles.
6. Allow each student or pair of students to trade puzzles with classmates, and fill in the appropriate words.

Follow-Up for Individual Tutoring: Bring in art history books, and locate various paintings of The Last Supper. Discuss the time in which each picture was painted, and compare the various interpretations. Ask the student to write a paragraph about the painting which he appreciates the most, giving the reasons why he likes that work.

Follow-Up for Literacy or ESL Class: Bring in books about Easter in other countries. Find photos of Mardi Gras celebrations and of Easter processions Locate the countries on the map, and read about specific customs. Look at pictures of intricately decorated Ukranian eggs. Students may enjoy drawing some of these decorative patterns. Allow students to tell how they celebrated Easter as a child. Compare with how they celebrate this holiday today.

HOLIDAYS AND OBSERVANCES:

May - August

1. Memorial Day: May 30

a. Define the word "memorial"; give examples of monuments
b. Write a letter to the editor with suggestions for observations
c. List the major wars of this century: Identify causes and outcomes

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2. Flag Day: June 14

a. Trace the evolution of American flag; read about Betsy Ross
b. Identify foreign flags, note their symbolism, locate the countries
c. Define the vocabulary in the Pledge of Allegiance; freedom essay

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3. Independence Day: July 4

a. Read the Declaration of Independence; write newspaper articles
b. Consult the local newspaper re: celebrations, fireworks, parades
c. Make a Liberty Bell poster; look at flyers of Historic Philadelphia

Unit: HOLIDAYS and OBSERVANCES: May-August

Topic: Memorial Day

Materials:

1. A variety of dictionaries of different reading levels
2. Pictures of monuments
3. Newspaper articles about observations of Memorial Day

Introductory Lesson for Individual or Class:

1. Tell the date of Memorial Day -May 30, and the date on which it is observed-the last Monday in May.
2. Explain that Memorial Day became a holiday after World War I. It is a holiday to remember all soldiers and medical personnel who died in wars. (Clarify that Veterans Day honors all who served in the armed forces).
3. Pass out a dictionary to each student which is on an appropriate reading level for that individual. Ask each student to look up the word **memorial** and copy down its definition. Have the students read or show you their definitions and write the meanings on the board.
4. Talk about monuments which serve as memorials.Show pictures of various monuments. Discuss customs we have of remembering those who have died in the service of our country. Note what parades or events are scheduled for the holiday.

Follow-Up for Individual Tutoring: Help the student to write an imaginary letter to the mayor telling how he thinks his city or town should celebrate Memorial Day. Read a newspaper account of Memorial Day and compare the student's ideas with what the town actually does in commemoration.

Follow-Up for Literacy or ESL Class: Place the following chronology on the board:

World War I --- 1914-1918
World War II --- 1939-1945
Korean War --- 1950-1953
Vietnam War --- 1954-1975

Have students consult reference books to determine:

The Cause of the war.
The Countries which were involved.
The Outcome of the conflict.

Students can work in pairs with a classmate or a tutor. Have each group tell the class what they found.

Unit: HOLIDAYS AND OBSERVANCES: May-August

Topic: Flag Day: June 14

Materials:

1. Pictures of U.S. Flags
2. Biographies of Betsy Ross; encyclopedias
3. Dictionaries (various levels), and world atlas

Introductory Lesson for Individual or Class:

1. Tell students that Flag Day is celebrated on June 14, and ask if they have ever done anything to commemorate this day.
2. Show the American flag and ask the students to tell the number of stars and stripes, and what they represent.
3. Now show the original American flag with 13 stars. Discuss how and why the flag changed over the years.
4. Let each student choose a biography or encyclopedia which contains information about Betsy Ross. Give them time to examine the materials.
5. Go around the room and have each student show a picture from her book, or tell something which she learned about Betsy Ross.
6. Have each student write several sentences about the flag and its symbolism or its history using red or blue ink on white paper. Display these facts on a bulletin board, or compile into a scrapbook about the flag.

Follow-Up for Individual Tutoring: Look at a world atlas which includes photos of flags of other countries. Discuss the colors which are used, and the designs which are displayed. Read about the symbolism of the emblems and try to discern why they were chosen to represent those countries. Locate the countries on the world map.

Follow-Up for Literacy or ESL Class: Write the Pledge of Allegiance on the chalkboard. Have the students read it together, and then copy the pledge into their notebooks. Underline the words:

allegiance republic nation indivisible liberty justice

Have the students look up these words in the dictionary and discuss their meanings. Assign journal writing on the meaning of the flag. Students could begin by completing the sentence: "The American flag is a symbol of ____________________." Have them write a paragraph or an essay to elaborate upon this starter sentence.

Unit: HOLIDAYS AND OBSERVANCES: May-August

Topic: Independence Day: July 4

Materials:

1. Dictionaries, encyclopedias, and history books
2. Copy of the Declaration of Independence
3. Travel brochures about historic Philadelphia
4. Poster board

Introductory Lesson for Individual or Class:

1. Introduce the 4th of July as America's birthday. Ask students what they do to celebrate and discuss picnics, parades and fireworks.
2. Focus on the historical significance of the day. Show a world map, locating England and the thirteen colonies.
3. Look up the words declaration and independence in the dictionary, and write the definitions on the board.
4. Show a copy of the Declaration of Independence and have students note the year of the document. Let students look at the signatures and tell which names they have heard before.
5. Find Thomas Jefferson in the encyclopedia, and read about his part in writing the document. Look up Benjamin Frankin and John Adams, finding information about their influence and participation.
6. Compare how the news of the document was carried in 1776 in light of how we communicate today.
7. Have students pretend that they were working for a town newspaper in 1776. Ask them to write an article describing the creation of the Declaration of Independence explaining the document to the citizens of their town.

Follow-Up for Individual Tutoring: Go through your local newspaper and find articles describing types of activities which are planned to celebrate Independence Day. Identify times of ceremonies, parades and fireworks displays which your student may wish to attend.

Follow-Up for Literacy or ESL Class: Show various photos of the Liberty Bell. Distribute encyclopedias and history books, asking students to look up the Liberty Bell. Have each student take an index card and write down one fact that he learned about the Liberty Bell. Glue the cards to a poster with a picture of the Liberty Bell on the top. Hand out travel folders about Historic Philadelphia, and give students time to examine them. Have them discover what historical sights may be visited in this city.

HOLIDAYS AND OBSERVANCES:

September - October

1. Labor Day: September-1st Monday

a. Describe various jobs and working conditions
b. Plan menus and activities for a Labor Day picnic
c. Acquire information about job applications and interviews

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2. Columbus Day: October 12

a. Invesigate legal holidays: what's open and closed
b. Write a report about Columbus
c. Study Columbus' voyage; learn route and facts of the journey

3. Halloween: October 31

a. Guess how many pieces of candy corn are in the jar
b. Write in journals about childhood Halloween memories
c. Vote on favorite kinds of candy; tally; represent on a bar graph

Unit: HOLIDAYS AND OBSERVANCES

Topic: Labor Day: First Monday in September

Materials:

1. Copies of old magazines
2. Sample job application forms

Introductory Lesson for Individual or Class:

1. Introduce Labor Day and have students locate this year's date on a current calendar.
2. Have students tell what they associate with Labor Day. Discuss the holiday as: " the end of the summer", "the start of the school year", "a long week-end", "a family picnic", etc.
3. Ask students to guess why Labor Day is a National Holiday. Talk about conditions for workers in this country in the past. Discuss the formation of unions to protect workers.
4. Make a list of how employers can be fair to the workers. Make a list of how workers can be fair to the employers.
5. Let each student tell about the best job he ever held, and the worst job he ever held.
6. Have each student cut out a picture from a magazine which shows a person at work. Help them to write a paragraph describing the kind of job the person is doing.

Follow-Up for Individual Tutoring: Have the student imagine that he is preparing for a Labor Day picnic. Help him to make a list of the people he would invite. Make up a menu of what kinds of food would be served. Ask the student to locate the recipes he would use, and make up a grocery shopping list. Have him describe some activities for the children at the picnic.

Follow-Up for Literacy or ESL Class: Have each student write his name, address, phone number, social security number, age, and birthdate on a sheet of notebook paper. Now, ask the students to list places they have worked, and names of people who could be contacted for references. Xerox copies of a job application for work at a local grocery store. Help students to fill out the actual application for practice in completing forms. Show copies of other types of job application forms and discuss types of information they request. Talk about how to approach a job interview and make a list of tips of things to remember. Type up this list of reminders and duplicate for the students to keep as a reference.

Unit: HOLIDAYS AND OBSERVANCES

Topic: Columbus Day

Materials:

1. Books from the library about Christopher Columbus on various reading levels
2. World map
3. Xeroxed copies of article from your local newspaper listing what will be open and what will be closed for Columbus Day
4. Xeroxed copies of Columbus Day checklist (following page)

Introductory Lesson for Individual or Class:

1. Discuss Christopher Columbus, preview what students know about his ships, and his journeys.
2. Show a book about Columbus and list three questions on the board. Ask students to listen for specific info when the story is read.
3. Read a short story about Columbus, answering questions and clarifying the facts.
4. Outline pertinent facts on the board.
5. Ask students to complete the checklist of what they think is open and closed on Columbus Day. Copy the list on the board.
6. Distribute copies of newspaper article on what is open/closed.
7. Check your list on the board, and discuss what guesses were correct and which were not; compare differences between local, state and federal offices; which schools and banks were open,etc.
8. Discuss how legal holidays impact our everyday life with changes in hours of businesses, and different bus schedules. Ask students for examples of when they must plan ahead to accommodate such changes.

Follow-up for Individual Tutoring: Find a book about Columbus on the student's independent reading level. Help the student to read the biography writing a brief summary of each chapter. The non-reader can dictate a few sentences about each chapter to be recorded by the tutor. This student can then copy over the sentences himself and practice reading them with assistance. Compile these summaries into a book report.

Follow-up for Literacy or ESL Class: Put up a world map on the board. Trace the routes of Columbus' voyages. Distribute small copies of a world map and have students draw the routes with markers. Show a picture of a cross section of one of Columbus' ships. List supplies necessary for such a trip. Compare to making a similar ocean voyage today.

COLUMBUS DAY

What do you think will be open and closed on Columbus Day?

	Open	Closed
1. Post Office		
2. Federal Express		
3. Public Schools		
4. Regular Bus Service		
5. Banks		
6. Stores		
7. Municipal Offices		
8. County Offices		
9. State Offices		
10. Federal Offices		
11. Garbage Collection		
12. Recycling Programs		

Unit: HOLIDAYS AND OBSERVANCES

Topic: Halloween: October 31

Materials:

1. Jelly jar filled with pieces of candy corn
2. Index cards (3" X 5")
3. One large piece of poster paper
4. Wrappers from candy bars
5. Tape and markers

Introductory Lesson for Individual or Class:

1. Opening activity: show the jar of candy corn and ask students to guess how many pieces of candy are in it. Hand out index cards and have each student write his name and his guess on the card.
2. Collect cards, and record numbers (not names) on the board. Write the correct # of pieces on the board, and ask students to tell which number was closest. Find that card in the pile and give the candy as a prize to the student whose guess was closest.
3. Divide the poster paper into three vertical columns and label top of each as follows:

Candy	Like	Don't like
M & M's		
Snickers		
Milky Way		

4. Tape ten candy wrappers in a vertical column under the candy column and have students come up and vote. Tally the totals.

Follow-up for Individual Tutoring: Journal writing: "Halloween makes me think of....." Discuss memories of Halloween as a child, and compare to Halloween today. Talk about the fun of Halloween, vs. the dangers of Trick-or-Treat night for children today. Look through the local paper for articles relating both postive and negative Halloween events.

Follow-up for Literacy or ESL Class: Make a bar graph on the chalkboard. List the number of students on the boxes vertically, and the types of candy across the bottom of the board. Use totals from the poster to fill in the bar graph for how many students like each type of candy. Practice reading the bar graph.

HOLIDAYS AND OBSERVANCES:

November - December

1. Veterans Day: November 11

a. Tell reasons for observance; write a letter to a serviceperson
b. Locate memorial statues, monuments and memorials
c. Discuss patriotism and Operation Desert Storm

2. Thanksgiving: November-Fourth Thursday

a. Explore background info on Pilgrims and Indians; maps and pictures
b. Journal writing: Relate family traditions on Thanksgiving
c. Compare supermarket circulars for food shopping

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3. Hanukkah: November-December

a. Make dreidels with Hebrew characters; play dreidel game
b. Read recipes for traditional Hanukkah foods
c. Examine fact sheet and books about Hanukkah

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4. Christmas: December 25

a. Brainstorm list of Christmas symbols; use in a wordsearch puzzle
b. Make gift tags and cards for packages
c. Complete sample holiday shopping from catalogue; total the prices

Unit: HOLIDAYS AND OBSERVANCES

Topic: Veteran's Day

Materials:

1. Clippings which detail ceremonies and observances
2. Clippings from the newspaper telling what will be open and closed on Veteran's Day
3. Note paper and envelopes

Introductory Lesson for Individual or Class:

1. Ask students to tell why we observe Veteran's Day.
2. Briefly discuss involvement of U.S. forces in World Wars I and II, Korea, Vietnam, and Operation Desert Storm.
3. Ask if any have friends or relatives who are now in the Service.
4. Read articles from local paper describing memorial services or ceremonies planned for your area.
5. Discuss the ways in which this holiday will impact students on November 11.
    - When is the actual holiday?
    - On what day will it be observed?
    - How will it impact you?
    - What is open, what is closed? Compare to Columbus Day.
    - Are there any sales which you will attend?
    - Will you participate in any patriotic observances?
3. Help students to generate a list of things to say to a service person. Have each student write a letter to a serviceperson. Send letters to a service person whom you know, or get the addresses of service persons who live in your area from a local state representative.

Follow-up for Individual Tutoring: Take your student to the library. Find out where there are statues, monuments, or memorials in your town. Go to see them, if possible, and read the dates, information and memorial placques. Get information about the American Legion, VFW organizations or college ROTC units in your area.

Follow-up for Literacy or ESL Class: Discuss the display of yellow ribbons and flags which showed support for troops in Saudi Arabia. List other ways in which citizens showed their patriotism. Bring in photographs of the parades and ceremonies which honored servicepersons returning from Operation Desert Storm. Read articles which describe ways in which American forces participated in the Persian Gulf conflict.

Unit: HOLIDAYS AND OBSERVANCES

Topic: Thanksgiving

Materials:

1. Books about the Pilgrims and Indians
2. Supermarket circulars from week preceeding Thanksgiving

Introductory Lesson for Individual or Class:

1. Preview: Ask students what they know about the First Thanksgiving . Write down what they already know about the Pilgrims and the Indians by recording facts on the board under in two lists:

Pilgrims	Indians

2. Clarify the facts and read some info from a library book or social studies text to expand knowledge of the background of the first Thanksgiving.
3. Locate England and Massachusetts on the world map. Trace the route of the Mayflower's journey.
4. Look at pictures of the Pilgrim settlement at Plymouth. Discuss the hardships of their first year, and tell how they were helped by the Indians.
5. Show a picture of Plymouth Rock and ask if any students have seen it. Note the current size of the rock and trace the history of how it was moved on several occasions.

Follow-up for Individual Tutoring: Talk about family traditions: Ask the student to describe how she celebrated Thanksgiving as a child. Have an ESL student tell if she had a holiday similar to Thanksgiving in her native country. Focus on a present celebration of Thanksgiving. Help the student to list what she will do early in the week to prepare. Help her to write out menus or shopping lists.

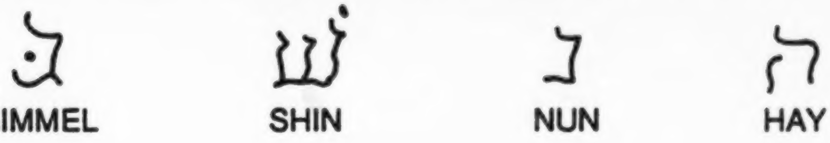
Follow-up for Literacy or ESL Class: Have students work with partners. Give different supermarket circulars to each pair of students, or to each student/tutor combination. Compare prices of turkey, potatoes, cranberry sauce and other items at the different markets. Where are the best values and special offers? Have students discuss plans for Thanksgiving Day . Note ways of celebrating which center around the church,the meal, the football game, the parade. Ask students to write in their journals about "How I celebrate Thanksgiving". Bring in a snack, such as corn muffins, or pumpkin bread and cider for break time.

Unit: HOLIDAYS AND OBSERVANCES

Topic: Hanukkah

Materials:

1. Xeroxed copies of fact sheet about Hanukkah
2. Bring in a dreidel, or make one by putting a pencil through the top and bottom of a square box (size that would hold a mug) and draw the Hebrew symbols on the four sides of the box:



3. Books about Hanukkah from the Children's Section of the library.

Introductory Lesson for Individual or Class:

1. Discuss what the students already know about Hanukkah.
2. Distribute fact sheet, and answer the questions:
    Who celebrates Hanukkah?
    What is the significance of the holiday?
3. Introduce vocabulary: Menorah, shammash
4. Play a Dreidel game as follows:
    Each student puts a nut in the center of the table
    He spins the dreidel
    If NUN is up....................he gets nothing
    If GIMMEL is up............he gets all of the nuts
    If HAY is up....................he gets half of the nuts
    If SHIN is up..................he adds one nut to the center
    Repeat as many times as you wish

Follow-up for Individual Tutoring: If your student celebrates Hanukkah, have her show you the recipes she uses to prepare special foods for this holiday. If not, look up a recipe for potato latkes that are cooked in oil as a reminder of the oil that burned for eight days and eight nights. Have student copy the recipe onto an index card for her own file. Make these together, if possible.

Follow-up for Literacy Class: Bring in several books about Hanukkah on appropriate reading levels. Have students work in pairs to go through the books. Ask one student from each pair to report to the class about what facts they learned. Have that student show the stories and pictures contained in that book. Allow students time to look at the other books.

HANUKKAH

1. What is Hanukkah?

Hanukkah is a Jewish holiday.

2. When is Hanukkah?

The date changes. Sometimes it begins at the end of November. Sometimes it starts in December.

3. What does the word Hanukkah mean?

It means the "Festival of Lights".

4. Why do Jewish people celebrate Hanukkah?

They celebrate religious freedom and the miracle of the lights.

5.What is the story of Hanukkah?

More than 2,000 years ago, there was a king named Antiochus.
He wanted the Jewish people to pray to many gods.
The Jews refused, because they had their own religion.
The king was so angry that he sent soldiers to destroy the Temple- where the Jewish people worshipped.
An old Jewish priest led the Jews to safety in the mountains.
They hid in caves and trained to be soldiers.
They called themselves the Maccabes, the Hebrew word for hammers.
A man named Judah the Maccabee led his army in attacks for many years.
Finally, they won the right for religious freedom.
The Jews captured Jerusalem and restored their temple.
They proclaimed a holiday to last for eight days and eight nights to celebrate their victory.
On the first night of the celebration, they lit their oil lamp which was called a menorah.
They had only enough oil for one night, but this small amount lasted for all eight days.
Hanukkah remembers the rededication of the Temple and the miracle of the lights.

6. What is a menorah?

It is a candle holder with nine branches.

Unit: **HOLIDAYS AND OBSERVANCES**

Title: Christmas

Materials:

1. Xeroxed copies of large graph paper to use for word search
2. Holiday shopping circulars from local stores
3. Index cards
4. Christmas stickers

Introductory Lesson for Individual or Class:

1. Invite students to share how they celebrate Christmas. Compare various traditions, and the ways in which they are meaningful.
2. Make a list of words which describe the meaning of Christmas Go around the room and let each student tell one word which reminds him of this holiday. List these words on the board.
3. Have students copy the list of words to use as a word bank for journal writing.
4. Distribute xeroxed graph paper, and have students copy each word either horizontally or vertically somewhere on the graph. Fill in all empty squares with miscellaneous letters.
5. Students trade graphs with each other, and do a word search, circling each word on the list as it is found.

Follow-up for Individual Tutoring: Have the student make a list of all the people for whom he has purchased Christmas gifts. Make gift tags for each package. Have the student choose a sticker for each card. Discuss appropriate messages such as "Happy Holidays", or "Merry Christmas", and help him to write:

`To_______________ or `For_______________

`From_____________ `Love______________

Follow-up for Literacy or ESL Class: Have students make a list of three people for whom they would like to purchase gifts. Distribute holiday department store circulars. Ask students to go through the flyers and choose a gift for each person on the list. Help them to write the name of the item, and its price. Have them add up the cost of the three gifts to tell how much money they would need to make such purchases. Calculate the amount of sales tax and add to the total. Expand to more selections, letting students list possible gifts for each other.

Name_____________ Gift_________________ Price______________

CHRISTMAS WORD SEARCH

PART V

FOCUS ON

SURVIVAL MATH

SURVIVAL MATH

1. Shapes

a. Identify basic shapes; play object guessing game
b. Manipulate various cardboard shapes, blocks, and tangrams
c. Use the Shape-Finder worksheet

2. Measurement

a. Measure items in inches and centimeters
b. Determine sizes of household items
c. Find the number of square feet in a room

3. Graphs

a. Introduce bar graphs and line graphs
b. Make a circle graph
c. Read a variety of graphs from the newspaper

4. Counting

a. Locate numbers on a chart; count by twos, fives, and tens
b. Manipulate objects when counting
c. Practice counting coins and showing specific totals with money

5. Time

a. Identify digital clock numerals; show times on dial clocks
b. Set alarm clocks, clock radios, and auto clocks
c. Use digital timers, dial timers and clocks on microwave ovens

6. Fractions

a. Cut paper plates into halves, thirds and quarters
b. Measure fractional quantities of foods
c. Divide groups of objects into fractional parts

Unit: SURVIVAL MATH

Topic: Shapes

Materials:

1. Poster board cutouts of various shapes
2. Copies of Shape Finder worksheet

Introductory Lesson for Individual or Class:

1. Show poster paper cut-outs of basic shapes: square, circle, rectangle, triangle and help students to identifly them.
2. Tape these shapes on the board and have students give examples of each, such as: a pizza box is square, a tire is a circle, etc.
3. Have each student divide a piece of paper into four sections, one for each of the basic shapes. Ask them to look around the classroom listing things which they find which represent that shape.
4. Make a master list on the board of items which were identified.
5. Play a game: "I'm thinking of something shaped like a rectangle." Each student takes a guess until one is correct. He gets to come up to be the next leader: "I'm thinking of something shaped like a circle." Continue as long as interest is sustained.

Follow-Up for Individual Tutoring: Bring in a set of blocks, or tangrams if possible. Discuss the shape of each piece, and allow the student to manipulate the shapes and combine them to form other shapes. If such materials are unavailable, draw a variety of shapes on oaktag and have the student cut them out. Allow him to trace the forms to make a collage of shapes. Shapes could be cut out of sandpaper, felt, corrugated cardboard and other materials for further tactile experience.

Follow-Up for Literacy or ESL Class: Review the basic four shapes. Introduce the diamond, pentagon, hexagon and octagon. Hand out copies of the Shape-Finder worksheet. Take a walk around the block and record the traffic signs which are found in each category. Come back into the class room and go over the shapes which were located. Give each student a blank copy of the Shape-Finder worksheet to take home. Ask students to carry this paper the next time they ride the bus, or walk to the store, and record signs they find which represent each shape. Have the students bring in their papers, and compare what signs were found in each category. Cut apart the sections of their papers and make a file box in which examples of signs are stored in sections according to shape. This could be an ongoing project in which students carry index cards to record examples.

SHAPE-FINDER WORKSHEET

Rectangle	**Triangle**
Square	**Circle**
Diamond	**Pentagon**
Hexagon	**Octagon**

Unit: SURVIVAL MATH

Topic: Measurement

Materials:

1. Rulers: inches and centimeters
2. Yardsticks and tape measures

Introductory Lesson for Individual or Class:

1. Hand out rulers marked in inches and discuss how many inches there are in a foot.
2. Show how to line up the edge of the ruler to measure a book.
3. Ask students to measure things in the room. How many inches wide is that tablet? How many inches long is this pen?
4. Have students copy the following sentences from the board and fill in the answers.

   This book is _____inches long and _____ inches wide.
   My shoe is _____inches long.
   The pencil I am using is _____inches long.
   This paper is _____inches long and _____inches wide.
5. Now distribute rulers marked in centimeters, and repeat the above exercises. Measure the same items and compare the length in inches and the length in centimeters.

Follow-Up for Individual Tutoring: Make a list of items for the student to measure at home. Help the student to determine what size tablecloth fits the kitchen table. Add an appropriate number of inches to allow for overlap at each end of the table. Have the student measure the kitchen windows. What size curtain rods should be purchased. What length should the curtains be? What size sheets are needed for the beds in the student's home? What size mat fits in his bathtub? How tall are some of the lampshades? Have the student list other items to measure.

Follow-Up for Literacy or ESL Class: Focus on measuring the size of a room and determining square feet. Give out yardsticks and tape measures. Have the students work in pairs measuring the classroom, the foyer, or adjacent rooms in your building. Show how to diagram the dimensions of a room by drawing examples on the chalkboard or on a poster. Multiply the length of the room by the width to find the area in square feet. Make up sample word problems: "Tran's living room is 10' by 18'. How many square feet of carpet does he need?" "Maria's kitchen is 12' X 12'. How much linoleum will she need to order?" "Edna's porch is 6' X 11'. How many square feet need to be painted?"

Unit: SURVIVAL MATH

Topic: Graphs

Materials:

1. Xeroxed copies of large graph paper sample
2. Assortment of graphs cut from the newspaper

Introductory Lesson for Individual or Class:

1. Show the students how to make a bar graph as follows:
   a. Choose a subject, such as pencils in the classroom.
   b. Make a chart, tallying their colors as follows:

Color of Pencils	Tally	Total # Pencils
Red	111111	6
Blue	11111111111	11
Yellow	11111111	8

2. Make a sample bar graph on the chalkboard to represent this information.
3. Distribute blank copies of large block graph paper, and guide the students in making a bar graph to represent this information.
4. Hand out more blank graph paper and show how to make a line graph to represent the same facts.
5. Compare the bar graph and line graph and show how they display the same information. Repeat this exercise by tallying these facts: How many people in this class like: grapes, bananas, apples, strawberries, oranges, grapefruit, etc.? Show results on bar graph and line graph as above.

Follow-Up for Individual Tutoring: Show samples of circle graphs. Discuss use of circle graphs to represent a budget, with various categories displayed as "pieces of the pie". Draw a circle and divide it into 8 sections. Make up a sample math problem which totals 8 parts: "In our class, 4 students drive sedans; 1 has a jeep; 2 have station wagons; 1 has a motorcycle. " Color in the graph to represent this information, and make a chart to color code the facts. Repeat with similar exercises.

Follow-up for Literacy or ESL Class: Hand out copies of old newspapers. Have students go through them, cutting out graphs. Help students to understand what the graphs represent. Let each student show the class one of the graphs that he has found, and interpret the facts. Divide graphs into piles of bar graphs,. line graphs and circle graphs.

Unit: SURVIVAL MATH

Topic: Counting

Materials:

1. Xeroxed copies of chart numbered 1-100
2. Highlighter markers
3. Small items to count, such as buttons, nails, or paper clips
4. Dish of assorted coins

Introductory Lesson for Individual or Group:

1. Distribute copies of number chart 1-100, and practice identifying numbers. Go around the room, asking one student at a time to call out a number, have students try to find it on the chart, write it on the board, and make sure students have identified it correctly.
2. Circle every other number from one to twenty, and practice counting by two's.
3. Give out highlighter markers, highlight every fifth number, and practice counting by fives. Make a series of tally marks on the board: ~~1111~~ ~~1111~~ ~~1111~~ ~~1111~~ ~~1111~~ and count these groups by fives.
4. Point to the last number in each row and practice counting by tens. Show how we count by tens by using a dish full of dimes.

Follow-Up Lesson for Individual Tutoring: Practice counting by manipulating small objects. Make a pile of nails, buttons, paper clips, or other small items. Have the student count them by ones, then by twos, moving the objects as they are counted. Arrange piles of five and count by fives. This exercise can be repeated to count by threes or by fours. Ask the student to make a list of all the things he needs to count in the course of an average day.

Follow-Up Lesson for Literacy or ESL Class: Put a dish of assorted coins on the table. Write an amount on the board such as 63 cents. Have students come up one at a time and show different combinations of coins which can be used to make that amount. Record this on the board as follows:

Number of each coin

Quarters	Dimes	Nickels	Pennies

Now ask what is the fewest number of coins which can be used to make that amount. Repeat this exercise with a variety of amounts.

Unit: SURVIVAL MATH

Topic: Time

Materials:

1. White paper plates, brass fasteners, construction paper
2. Index cards

Introductory Lesson for Individual or Class:

1. Make a variety of index cards with numerals which look like the display on a digital clock:
2. Have students read these cards, and write the times indicated.
3. Make sample clocks by writing numbers on a paper plate. Cut out one hour hand and one minute hand ("big" hand and "little hand") from construction paper or oaktag and attach with a brass fastener.
4. Write a time on the board and have the students display it on their clocks.
5. Now hand out the index cards of digital numbers. Have students work in pairs with one student showing an index card, and one making the sample clock display that time.

Follow-Up for Individual Tutoring: Bring in a digital clock and a dial clock. Help the student to set the time, checking for appropriate display of AM or PM. Set the dial clock and the digital clock for the same time. Practice setting the alarms on these clocks. Show the student both manual and digital kitchen timers. Help him to set the timers for specific times. If possible, practice setting some of his own clocks and timers.

Follow-Up for Literacy or ESL Class: Discuss types of timers which are found on stoves and microwave ovens. Practice using these if there is a kitchen in the building in which class meets. Make up a variety of word problems concerning cooking times, or travel times. For example:

"José's chicken dish is to be baked for 45 minutes. He wants to have dinner at 6:00 pm. What time should he put the chicken in the oven?"

"Leona puts a cake in the oven at 3:15. It should bake for one hour. Whe will it be done?"

"Donald gets on the bus at 8:22 am. It is a thirty minute ride to school. What time does he arrive?"

" Edna needs to be at an appointment at 11:00 am. It takes her twenty minutes to walk to the clinic. What time should she leave home?"

Solve these together as a group, and do similar problems independently.

Unit: SURVIVAL MATH

Topic: Fractions

Materials:

1. Typing paper, scissors, tape
2. Plain white paper plates and markers
3. Muffin/cupcake baking cups and pennies or candies

Introductory Lesson for Individual or Class:

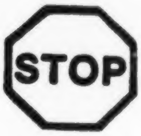
1. Give each student three pieces of typing paper. Have each student fold one piece in half and cut the paper into two halves. Write the fraction 1/2 on each piece. Tape halves back together again.
2. Fold into thirds, cut into thirds, and write 1/3 on each piece. Tape them back into a whole piece again.
3. Fold into quarters, cut into quarters, and write 1/4 on each .
4. Now hand out three paper plates to each student. Draw lines to divide one into halves, writing 1/2 on each piece. Cut in half.
5. Repeat by dividing and cutting plates into thirds and quarters.
6. Compare the pieces asking: Which is smaller, a third or a quarter? How many quarters does it take to make a half?, etc.

Follow-Up for Individual Tutoring: Ask the student to give examples of when he uses fractions. Try to arrange a kitchen session. Take out four sticks of butter. Leave one stick whole, have the student cut one stick in half, one in thirds and one into fourths. Continue by measuring water: fill cup to 1/4, 1/3, 1/2, 2/3, etc. Practice measuring sugar to larger quantities including a whole and a fraction, as one and one-half cups. Show how fractions are written in both numbers and words. If food is not available, cut cardboard sticks of butter, and measure sand.

Follow-Up for Literacy or ESL Class: Review the basic fractions 1/2, 1/3 and 1/4. Review the process of dividing an **item** into fractional parts. Now, talk about dividing a **group** of things in half. Start out by finding half of the students, or half of the books. Make four circles on the board; color half of them. Make six squares on the board; color in a third of them. Give each student two paper muffin baking cups, and 12 pennies. Have him divide the pennies (one in one cup; one in the other) until all the pennies are distributed. If you divide up 12 pennies, how many are in each half. Now, give out one more cup, and have the students divide the pennies into thirds. Repeat with 4 cups, asking the students to divide into fourths. This exercise can be repeated with different small items such as candies or paper clips, dividing the pile into fifths, sixths, and so on.

PART VI

INDEX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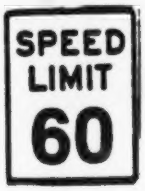
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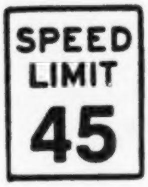
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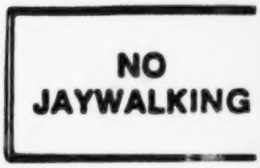
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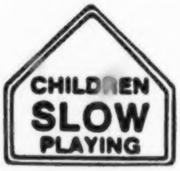
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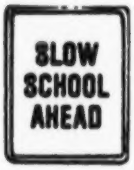
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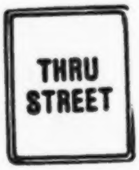
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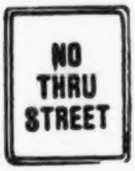
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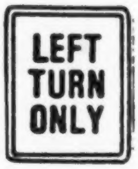
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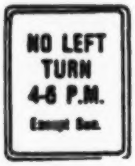
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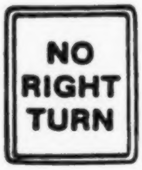
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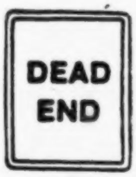
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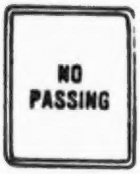
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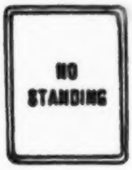
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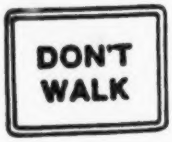
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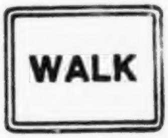
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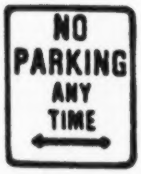
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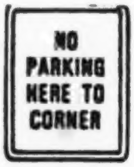
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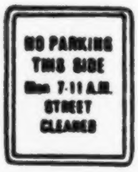
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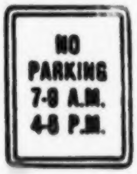
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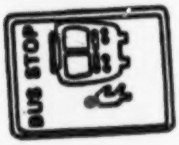
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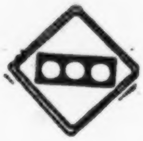
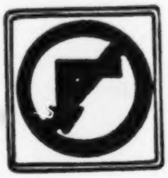
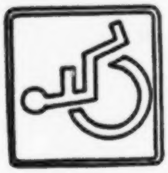
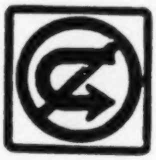
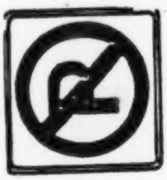
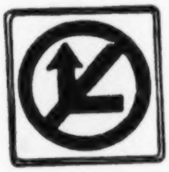


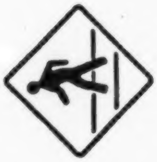




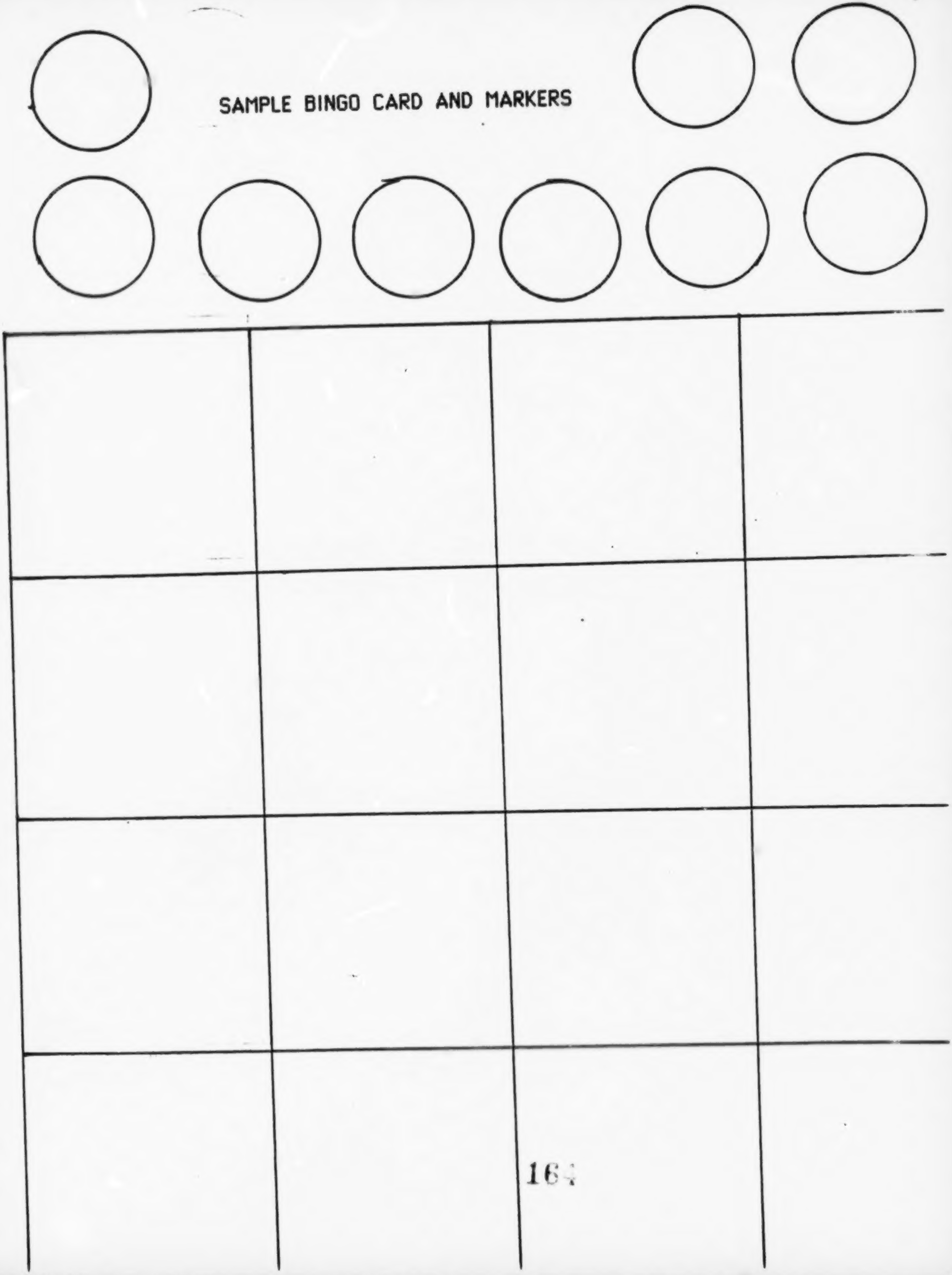








SAMPLE BINGO CARD AND MARKERS



SAMPLE LOTTO CARD

1991

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26	27	28	29	30	31	

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NEW! GELATIN COATED

EXTRA-STRENGTH

TYLENOL®

acetaminophen

500 mg GELCAPS

preferred to capsules

NEW! GELATIN COATED

EXTRA-STRENGTH

TYLENOL®

acetaminophen

500 mg GELCAPS

NEW! GELATIN COATED

EXTRA-STRENGTH

TYLENOL®

acetaminophen **GELCAPS**

Each gelcap contains 500 mg acetaminophen

A new alternative for capsule users:

- **Gelcaps are solid capsule-shaped tablets coated through a unique process with smooth gelatin.**
- **Gelcaps are one-third smaller than capsules.**
- **Gelcaps are easier to swallow than capsules and leave no chalky, bitter aftertaste.**

Extra-Strength TYLENOL® Gelcaps:

- For temporary relief of minor aches, pains, headaches and fever.
- Contain no aspirin and are unlikely to cause the gastric irritation often associated with aspirin or aspirin-containing products.

USUAL ADULT DOSAGE: Two gelcaps three or four times daily. No more than a total of eight gelcaps in any 24-hour period.

Inactive Ingredients: Benzyl Alcohol, Butylparaben, Castor Oil, Cellulose, Edetate Calcium Disodium, Gelatin, Hydroxypropyl Methylcellulose, Magnesium Stearate, Methylparaben, Propylparaben, Sodium Lauryl Sulfate, Sodium Propionate, Sodium Starch Glycolate, Starch, Titanium Dioxide, Blue #1 and #2, Red #40 and Yellow #10.

WARNING: Do not use or dispense any pouch which has been opened. Keep this and all medication out of the reach of children. As with any drug, if you are pregnant or nursing a baby, seek the advice of a health professional before using this product. In the case of accidental overdosage, contact a physician or poison control center immediately.

Store at room temperature; avoid high humidity and excessive heat 40°C (104°F).

Also available: For adults—Extra-Strength TYLENOL® acetaminophen Caplets, Tablets and Liquid; Regular Strength Caplets and Tablets. For children—Infants' Drops, Children's Elixir and Chewable Tablets and Junior Strength Swallowable Tablets.

Available without prescription.

McNEIL

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Patent Pending

McNEILAB, INC. • FORT WASHINGTON, PA 19034 USA

POWER OVER POISON

Knowing the Facts!

☑ Each year, approximately 1,000,000 children under the age of six *accidentally poison themselves*.

☑ Approximately one-half of these are two and three year olds.

☑ Kids are poisoning themselves at home… usually during mealtime hours.

☑ Contrary to popular belief, most poisonings occur when a product is left unattended not when it's being stored.

☑ Approximately 4 out of 10 poisonings involve pharmaceuticals.

☑ Approximately 1 out of 10 involve cleaning products.

☑ Approximately 1 in 10 poisonings involve indoor or outdoor plants.

☑ Approximately 1 in 20 are caused by cosmetic and personal care products.

☑ More than 72% of poison exposures can be managed at home under supervision of the Poison Center.

Knowing Why

Many parents and adults either don't know or they forget that most:

☑ Kids are prone to get into things, especially when they're hungry or thirsty.

☑ Kids under the age of five can't read warning labels. DANGER is NDGREA.

☑ Kids perceive a poison as something to chew or swallow, not as a pretty liquid or a spray.

☑ Kids think poisons smell bad, so they don't understand that sweet smelling things like perfume can be harmful.

☑ Kids love to imitate mom or dad. Unfortunately, a good product (cologne, hairspray) becomes harmful in a child's hands.

☑ Kids get really hungry or thirsty right before mealtimes, so anything within reach is appealing. Even red lamp oil.

☑ Kids are attracted by the bright colors and pretty packaging of common household products.

This fact sheet was prepared to make every child's world a world safe from injuries… prevention through education.

LEHIGH VALLEY POISON CENTER

The Allentown Hospital
A HealthEast Hospital
(215) 778-2368 (Office)

17th & Chew Streets
Allentown, PA 18102
(215) 433-2311 (Hotline)

PASS IT ON!

SAMPLE NEWSPAPER ARTICLE

Through the years, people have

By JOHN F. RHODES
Dallas Morning News

FREE
SOUVENIRS
1620

Express illustration/GRACE GEHRINGER

Think about Thanksgiving for a while and you get beyond turkeys and stuffing and football games. Think hard enough and you get back to the Pilgrims and bountiful harvests and, of course, Plymouth Rock.

We went there a few years ago, while on vacation in New England. My wife and I thought it would make a nice side trip for our two daughters. They could see a piece of history firsthand. They could see the place where, in 1620, most of the 104 Pilgrims set foot on the shores of this country. They could see The Rock.

Imagine our shock when we saw the veritable pebble that lay before us in the bottom of the monument. Could this really be the mighty Plymouth Rock the Pilgrims had landed on? It did have the date 1620 carved into it.

I admit, I'd expected Gibraltar, but this was a bathtub-sized piece of stone. We wondered what disaster might have befallen The Rock. Maybe some natural calamity, a hurricane, earthquake or terrible flood.

I walked over to an official-looking man and caught the end of his conversation with a tourist. "It used to be bigger," the man said. "But people have been taking pieces of it for several hundred years. It's been moved and broken numerous times."

There was resignation in his voice and a pained expression on his face. He was embarrassed.

Recently, I was doing research for the Thanksgiving PTA bulletin board when the subject came up again. So I did a little research into the strange — some would say tragic — history of Plymouth Rock.

I found out Plymouth Rock is granite. Because few rocks like it are found in the area, scientists believe it was dropped in Plymouth, Mass., by a receding glacier. For thousands of years, it sat near the shoreline, undisturbed except for a big wave or an occasional bird.

Even after the Pilgrims landed on or near it, it was pretty much ignored. No one wrote about The Rock. No memorials were erected. The Pilgrims had more important things to worry about, like surviving.

In 1771, some businessmen decided to build a wharf over it. Some people thought this was a bad idea, but no one wanted to stand in the way of progress. The wharf was eventually built with a hole in the middle to allow the huge rock to stick up through it. All traffic on the pier was

gotten their piece of the rock

> Plymouth Rock has not been ravaged by natural catastrophe or some freedom-hating despot. It has been trashed by those who care about it most.

forced to travel over or around The Rock.

Real trouble began on Dec. 22, 1774, when a group of patriots decided to relocate it to nearby Meeting House Square. They used tools and 40 oxen to move it, but as they lifted the rock it fell and broke into two pieces — top and bottom. The patriots decided the upper part of the stone was more important. After all, hadn't the Pilgrims walked on top of the stone?

The top of Plymouth Rock was promptly loaded into a cart, transported to the square and placed next to an elm tree. There it sat for many years, and many people saw it. Some chipped away small pieces to keep as souvenirs.

The bottom of the rock remained under the wharf, except for a small part that stuck through it. A grocer, whose store was near the edge of the pier, occasionaly swept off this part of the stone, proclaiming, "I'm cleaning off the cornerstone of the nation!"

He also kept a hammer and chisel nearby for anyone who wanted a keepsake.

In 1834, the people of Plymouth thought The Rock might be safer at Pilgrim Hall, a new museum in the center of town. Once again, the upper part of The Rock was loaded into a cart and proudly paraded to the hall. This time, in front of the whole town, the cart broke, and again the rock fell and broke in half. People scrambled to collect the loose smaller pieces, but the two biggest remaining pieces got to Pilgrim Hall.

By this time, visitors were beginning to notice how small The Rock was. They often were surprised to learn that the rock on which their forefathers had stepped was so tiny.

In 1859, the people of Plymouth got tired of explaining the size of The Rock. The bought the wharf and tore it down. Then they excavated the lower half of it and built a canopy around the pieces. When the canopy was finally completed 21 years later, it was too small for The Rock and more was chipped away to make it fit.

In 1880, all three pieces of Plymouth Rock were cemented together in the canopy and the date 1620 was carved into its side. But people still could get close enough to chip away. The Rock continued to shrink.

In 1920, 300 years after the landing, the present memorial was built. Now people would have to stand above The Rock, unable to touch it. Still, people sometimes jumped down and stole small pieces. The Rock — 30 feet long in 1715 — was down to 6 feet (in 1920). Its weight had fallen by 80 percent.

Parts of The Rock have been scattered around the world. A 100-pound piece stands in the courtyard of an inn in Immingham, England, the place from which the Pilgrims fled. There are several large pieces at a Conoco refinery in Hull, Mass., and a 50-pound piece sits in Plymouth Congregational Church in Massachusetts. There are also large pieces in Los Gatos, Calif., the Nevada State Museum in Carson City, Nev., and the Smithsonian Institution in Washington, D.C.

One piece of The Rock was made into 400-pound doorstep, and another was broken up and became part of a concrete floor. Smaller pieces were crafted into earrings and cufflinks sold by the Aquarian Society of Plymouth. The vast majority of The Rock was taken by individuals, the pieces stashed away in drawers and jewelry boxes around the world.

Plymouth Rock has not been ravaged by natural catastrophe or some freedom-hating despot. It has been trashed by those who care about it most. Those whose desire to get a piece of The Rock have almost destroyed the symbol.

It's easy to understand why the man at the Plymouth Rock Memorial was so embarrassed.